REPORT RESUMES

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TEACHING ENGLISH AS A SECOND LANGUAGE TO PUPILS OF FOREIGN BORN, MEXICAN HERITAGE. LESSON PLANS II.

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IMPERIAL COUNTY SCHOOLS, EL CENTRO, CALIF.

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LESSON PLANS WERE DEVELOPED FOR THE 1964-65 SCHOOL YEAR UNDER A PILOT PROJECT THROUGH THE COOPERATIVE EFFORT OF THE CALEXICO BOARD OF TRUSTEES, IMPERIAL COUNTY SUPERINTENDENT'S OFFICE, CALIFORNIA STATE DEPARTMENT OF EDUCATION, AND THE STATE BOARD OF EDUCATION. THE PLANS PROVIDED GENERAL SUGGESTIONS AND SUGGESTED DAILY LESSON PLANS FOR 21 WEEKS. THE SPECIAL PILOT PROJECT CLASSES MET AT LEAST ONE-HALF HOUR DAILY AND CLASS ENROLLMENT WAS LIMITED TO 15 PUPILS. THE AUDIO-LINGUAL APPROACH TO LEARNING WAS TO BE USED WITH EMPHASIS ON INCREASING FACILITY IN THE USE OF ORAL ENGLISH. (SF)

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TEACHING ENGLISH AS A SECOND LANGUAGE TO PUPILS OF FOREIGN BORN, MEXICAN HERITAGE

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LESSON PLANS-II

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RC 002 185

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PILOT PROJECT FOR IMPERIAL COUNTY SCHOOLS

English as a Second Language for the Foreign Born - SB 1192

1963-1965

State Coordinator	Mrs. Afton Dill Nance, Consultant in Elementary Education
County Board of Education	Mrs. Margaret A. Gunterman, President Philip J. McAndrews, Vice-President Mrs. Charline F. Jones James F. Tuttle Mrs. Mary Louise Walker Olin R. Gresham, Secretary
County Superintendent of Schools	Olin R. Gresham
Director of State-County English as a Second Language Program	Mrs. Ruth Fifield, Director of Special Programs

IMPERIAL COUNTY SCHOOLS

El Centro, California

SB 1192, passed in 1963, by the California State Legislature, provided funds for a two-year pilot project for several Imperial County school districts to broaden their instructional program in the critical area of teaching English as a Second Language.

An assessment of the two-year pilot project resulted in my strong endorsement and recommendation that the teacher materials be compiled in suitable form for use throughout California and elsewhere. Book I, containing the first year materials, and Book II, containing the second year materials, were produced by the Imperial County Superintendent of Schools Office and are now ready for distribution.

The California State Legislature gave further credence to the philosophy of the need for special programs in the teaching of English as a second language by establishing a five-year State-wide program beginning in the Fall of 1965. SB 478 provides the guidelines and funds for the extended program.

I commend Mr. Carl Varner, Superintendent of Calexico School District, and his staff, for their outstanding contribution to the area of teaching English as a second language.

To assist in implementing the project, a County Schools Office staff member was assigned the responsibility of coordinating the program. Instructional and professional books, guides, and visual aids related to the problem were collected and placed in a curriculum resource center to assist teachers. An Audio-Visual and Curriculum Guide was compiled listing materials which would be effective in the teaching of English to speakers of other languages.

To provide the in-service education required by the uniqueness of the program, the County Office sponsored, during the first year, a series of bi-monthly workshops wherein resource persons served as consultants. Mrs. Ruth Fifield, a member of the Staff, was assigned as Director of the State-County program to coordinate instructional workshops and to provide sample curriculum and audio-visual materials. This Consultant coordinated the pilot project with Mrs. Afton Nance, Consultant in Elementary Education for the State Department of Education, and with San Diego County School personnel.

In-service for Imperial County during the second year was focused on visitations to other classrooms and securing the services of specialists in the field for workshop presentations. During the two-year study, participants attended conferences which emphasized the teaching of English as a second language. Several teachers were given the opportunity for advanced study at Summer Institutes for the teaching of English. The County Superintendent and his staff are proud to be associated with the administrators and teachers working in this field.

Olin R. Gresham
County Superintendent of Schools

PILOT PROJECT STAFF (SB 1192) 1964-65

CALEXICO SCHOOL DISTRICT
Calexico, California

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Mrs. Lillian Lopez
Mrs. Alice Henderson
Mrs. Florence Storey
Miss Cecilia Moreno

SUPPLEMENTARY MATERIALS USED

American English Series - Teachers Guides - Fries
Aprendemos Ingles - I & II - Wright (Jr. High)
Instructo Flannel Board - The House, The Family, Community Helper, The Farm
Selected Pictures to accompany lessons (obsolete textbooks, Dairy Council pictures)
Reading Readiness Workbooks

LESSON PLANS - PRE-SCHOOL - SUMMER 1965

During the summer of 1965 Calexico School District participated in Operation Head Start. Over 100 pre-school age (non-English speaking) pupils were enrolled in the program. Lesson plans were developed by the staff around the vocabulary the pupils used from the field trips they participated in. The lesson plans are now in the process of being printed.

CALEXICO PUBLIC SCHOOLS
Calexico, California

BOOK II - 1964-65

LESSON PLANS
TEACHING ENGLISH AS A SECOND LANGUAGE TO PUPILS OF FOREIGN BORN, MEXICAN HERITAGE

The following lesson plans were developed under a pilot project SB 1192 through the cooperative effort of the local Board of Trustees and staff, Imperial County Superintendent's Office, California State Department of Education, and the State Board of Education.

The Regulations of the State Board of Education stipulated that instruction should be given in special classes of not more than 15 pupils to be held at least one-half hour daily. The audio-lingual approach to learning was to be used and emphasis was to be placed on increasing facility in the use of oral English. The lesson plans in this book are a continuation of the lesson plans developed by the staff in the first year of the pilot project.

At the start and the end of the year, pupils were given individual tests. (Inter-American Series - Tests of General Ability) Recorded tapes of pupils in the program were also made. The results were favorable and very gratifying to the staff and most of all to the pupils themselves. Many of the pupils are now doing grade level work in their regular classroom activities.

It is the hope of the people involved in this two year pilot project that other pupils in other districts will benefit from similar programs and that the State Legislature will see fit to broaden the scope of SB 1192 and make available additional funds so that all non-English speaking children can learn English at a more rapid pace.

Copies of lesson plans for Book I and Book II will be sent to the 20 curriculum centers in California. A limited number of copies will be available at the Imperial County Education Center in El Centro, California.

Sincerely,

Carl L. Varner
District Superintendent
Calexico Public Schools

Notes for the First Week of Teaching Pre-School English

General Notes:

At the outset of this school year, it seems well to review some of the basic considerations of our philosophy for the teaching of English to our Spanish speaking pupils. Some of the principles we need to keep in mind are:

The underlying structures we present should be simple ones at first and should increase in complexity as the pupils' abilities to use English increase.

By limiting the scope of each lesson, we make it possible for pupils to master the patterns to the point that they can make them their own and use them. We are to be on constant guard against covering so much vocabulary or so many structures in a short time that the pupils are unable to use them automatically in their own conversation. Many repetitions are necessary.

It is important to limit the structures presented to those appropriate to the age and ability of the pupil. In other words, we should not expect a pupil to use English structures of greater complexity than those he uses in his native tongue.

Before a child is asked to learn to read or write sentences, the sentences must be in his spoken vocabulary. He should be able to use the patterns in free automatic communication. He must be able to reproduce the pattern in normal communication situations; thus situations calling for its use should be arranged through dramatization and practice periods.

We want to teach each pupil to comprehend English and to express himself in English; thus we can help him benefit from reading instruction by making words meaningful to him.

Monday

Review: Good morning.

Model "My name's Mrs. Smith."

Practice the form, "My name's Sandra."

Pupil 1: My name's Sandra. (To next pupil) What's your name?

Pupil 2: My name's Manuel. (To next pupil) What's your name?

New Vocabulary: first, last

Teacher: This is a desk. (If the pupils sit at tables, substitute table.)

Class: It's a desk.

Indicate the first desk.

Teacher: This is the first desk.

Class: It's the first desk.

Indicate some other desk. Teacher: Is this the first desk?

Class: No, it isn't. It isn't the first desk.

Similarly, teach "It's the last desk."

Line some boys up in front of the class.

Teacher: He's the first boy.

Class: He's the first boy.

Put your hand on the head of the last boy in line.

Teacher: This is the last boy.

Class: He's the last boy.

Teacher, indicating a boy in the middle: Is this the last boy?

Class: No, he isn't. He isn't the last boy.

After the meanings of "first" and "last" are clear, give practice on the following patterns:

> It's the first window.
>
> Is it the last window?
>
> It's the first book.
>
> It's the last book.

Write on the board the name, Sandra Castro. Show picture #1. Point to girl on bicycle.

Teacher: Her name is Sandra Castro. Sandra is her first name. ←(Indicate it.)

Class: Sandra is her first name.

Teacher: Yes, her first name's Sandra.

Class: Her first name's Sandra.

Teacher: Her last name is Castro.

Class: Her last name's Castro.

Teacher: What's her first name?

Class: Her first name's Sandra.

Teacher: What's her last name?

Class: Her last name's Castro.

Give group practice on the patterns as follows:

What's your first name?

My first name's Juan. (Substitute real names.)

What's your last name?

My last name is Sanchez.

Have one child stand while the rest of the class asks: What's your first name?

Pupil: My first name's Jesus. (Or whatever it happens to be.)

Class: What's your last name?

Pupil: My last name's Chavez.

Since these pupils have had English last year, they are probably ready to master patterns of speech in which the underlying structures include determiner phrases.

Teacher: The girl on the bicycle is Sandra Castro.

Class: The girl on the bicycle is Sandra Castro.

Teacher: Who is the girl on the bicycle?

Class: The girl on the bicycle is Sandra Castro.

Teacher: What's this girl's name?

Class: Her name's Sandra Castro.

Let one row ask the question: What's her name? (Pointing.)

Class: Her name's Sandra Castro.

Row 1: Who's the girl on the bicycle?

Class: Her name's Sandra Castro.

Teacher: What's her first name?

Class: Her first name's Sandra.

Give practice on these patterns:

What is her last name?

The girl on the bicycle is Sandra Castro.

The boy on the bicycle is Manuel Castro.

What is his name? (Drill on the proper use of "his" and "her".)

Tuesday

Pupil 1: My first name is Sandra. (To next pupil) What's your first name?

Pupil 2: My first name's Manuel. (To next pupil) What's your first name?

Continue in this manner until all pupils have participated.

Review: Action words.

Teacher: I am walking to the table.

Class: You are walking.

Teacher: Sandra, please walk to the table. (As Sandra is walking) Sandra's walking to the table.

Class: She's walking.

Teacher: What's Sandra doing?

Class: She's walking.

Place the Picture Chart #1 where all can see it.

Teacher: Sandra's riding a bicycle.

Class: She's riding a bicycle.

Teacher: What's Manuel doing?

Class: He's riding a bicycle.

In your big envelope there are twelve action pictures. Give practice on the following patterns: (Select the appropriate pictures. The remainder will be used tomorrow.) Present only as many as can be mastered in one lesson.

What's Manuel doing?

He's running.

He's sitting down.

She's sleeping.

What are they doing?

They're playing ball.

She's riding a pony.

Again, refer to the Chart Picture #1. Introduce the use of a compound verb.

Teacher: (Pointing to Sandra) Sandra is riding her bicycle and waving.

Class: She's riding and waving.

Teacher: I'm sitting and reading. (Pantomimes the action)

Class: You're sitting and reading.

Teacher: Sandra: Sit and write. (As she does it) Yes, Sandra's sitting and writing.

Give practice in using the following patterns:

Manuel is running and waving.

Sandra is sitting and waving.

Wednesday

Pupil 1: My last name is Sanchez. (To next pupil) What's your last name?

Pupil 2: My last name's Jones. (To next pupil) What's your last name?

Continue until all pupils have participated.

Review action words presented from the Big Envelope yesterday.

Show the class the picture of Manuel looking to see how far he has hit the ball.

Teacher: Manuel is looking at the ball.

Class: He's looking at the ball.

Dramatize the following:

Sandra's looking at a book.

Manuel's looking at the table.

When the class has practiced "is looking at", again refer to the Chart #1.

Point to each aspect of the picture as you explain.

Teacher: Sandra's riding her bicycle and waving. She isn't looking where she's going.

Class: She isn't looking where she's going.

Dramatize:

I'm looking where I'm going.

He's looking where he's going.

She isn't looking where she's going.

Teacher: Is Manuel looking where he's going?

Class: Yes, he is. He's looking where he's going.

In Chorus:

Sandra is riding her bicycle and waving. She isn't looking where she's going.

Review colors.

Teacher: Sandra is wearing a yellow shirt.

Class: She's wearing a yellow shirt.

Teacher: What color is Sandra's shirt?

Class: It's yellow.

Give practice on patterns telling what colors pupils are wearing.

Thursday:

Review previously taught patterns:

My first name is ....

My last name is ....

Using the pictures in the Big Envelope, drill on the following:

He's running.

He's sitting down.

She's sleeping.

They're playing ball.

She's riding a pony.

He's looking at the ball.

He's walking.

Refer to Chart #1. Indicate Sandra.

Teacher: She's riding and waving.

Class: She's riding and waving.

Teacher: Is she looking where she's going?

Class: No, she isn't. She isn't looking where she's going.

Teacher: (Pointing to the picture of Manuel) Is he looking where he's going?

Class: Yes, he is. He's looking where he's going.

Introduce the remaining cards in the Envelope.

Sandra's eating breakfast.

Mother is reading a book.

Mother is reading to the children.

Sandra's jumping rope.

Review numbers by counting to fifteen.

Count books, pencils, and windows.

Teacher: Sandra is ten years old.

Class: She's ten years old.

Teacher: Sandra, how old are you?

Sandra: I'm ten years old.

Teacher: Is Sandra six years old?

Class: No, she isn't. She's ten years old.

Friday

Pupil 1: I'm eight years old. (To next pupil) How old are you?

Pupil 2: I'm ten years old. (To next pupil) How old are you?

Continue these patterns until all pupils have participated.

Place Chart #1 where all can see.

Point to the little girl in the car.

Teacher: Her name is Maria.

Class: Her name's Maria.

Teacher: Maria is five years old.

Class: She's five years old.

Teacher: Sandra's ten years old. Sandra is older than Maria.

Class: Sandra's older than Maria.

Teacher: Is Sandra older than Maria?

Class: Yes, she is. Sandra is older than Maria.

Teacher: How old are you, Manuel?

Manuel: I'm eleven years old.

Teacher: Is Manuel older than Maria?

Class: Yes, he is. He's older than Maria.

Teacher: Is Manuel older than Sandra?

Class: Yes, he is. He's older than Sandra.

Teacher: Manuel, are you older than Sandra?

Manuel: Yes, I am. I'm older than Sandra.

Teacher: Is Maria older than Manuel?

Class: No, she isn't. She isn't older than Manuel.

Pupils may compare their ages, making use of the term "older than." Give enough practice that each child can use these patterns in free communication.

If time permits, review all patterns presented this week. Play "Who Has the Button?"

Notes for the Second Week of Teaching Pre-School English

Please put the group of cards illustrating "playing with" in your big envelope.

Monday

Give pupils their General Ability Test, English Form, #G.A.-1-CE.

Tuesday

The lesson plan for last Friday was not used, due to our testing to that day. Please use it for Tuesday's lesson.

Wednesday

Give practice on the following review patterns:

It's the first desk.

It's the last window.

His first name is Manuel.

His last name's Sanchez.

He's sitting and reading.

Refer to Chart picture #1.

Is she riding her bicycle?

Yes, she is. She's riding her bicycle.

Is she looking where she's going?

No, she isn't. She isn't looking where she's going.

Maria's five years old.

Is Maria older than Sandra?

No, she isn't. Maria isn't older than Sandra.

Members of the family: Place the figures of members of the family on the flannel board.

Teacher: This is Sandra's family.

Class: It's Sandra's family.

Teacher: This is Sandra.

Class: She's Sandra.

Give practice by naming girls in the class and asking for the response, "She's Carmen", or whatever the proper name happens to be. Be sure the feminine pronoun is used.

Teacher: This is Manuel. He's Sandra's brother.

Class: He's Sandra's brother.

Indicating one boy in the class at a time, give practice on "He's Carlos", etc.

Teacher: This is Sandra. She's Manuel's sister.

Class: She's Manuel's sister.

Drill: She's his sister.

He's her brother.

Introduce Sandra's mother.

Teacher: This is Sandra's mother.

Class: She's Sandra's mother.

Teacher: (pointing) Who's this?

Class: She's Sandra's mother.

Teacher: Her name is Mrs. Castro.

Class: Her name's Mrs. Castro.

Teacher: Sandra's mother's name is Mrs. Castro.

Class: Sandra's mother's name is Mrs. Castro.

Drill on the following patterns:

Her name's Mrs. Castro.

Who is Sandra's mother?

What is Sandra's mother's name?

For a change of pace, play the following game.

Place the face side of the cards down and let Pupil 1 select a card at random.

Pupil 2 is standing with his face toward the wall and cannot see what card in selected.

Pupil 1 holds the card up for the rest of the pupils to see. (Assume the picture of the boy walking has been selected.)

Class: What is he doing?

Pupil 2: (Standing where he cannot see the picture) Is he running?

Class: No, he isn't. He isn't running.

Pupil 2: Is he sitting down?

Class: No, he isn't. He isn't sitting down.

Pupil 2: Is he walking?

Class: Yes, he is. He's walking.

Pupil 2 becomes Pupil 1 as Pupil 1 chooses a friend to replace Pupil 2 as the one who guesses what action is shown on the next card drawn at random.

Thursday

Opening: My mother's name is Mrs. Castro. (To next pupil): What's your mother's name?

Next Pupil: My mother's name is Mrs. Garcia. (To next pupil): What's your mother's name?

Review family members. Use flannelboard.

Teacher: (Pointing to father) This is Sandra's father. His name is Mr. Garcia.

Drill on the use of Mr.

Review:

This is Sandra's family

Teacher: Sandra lives with her family.

Class: Sandra lives with her family.

Teacher: Who does Sandra live with?

Class: Sandra lives with her family.

Teacher, selecting a member of the class: Rosa lives with her family.

Class: She lives with her family.

Teacher: Rosa, who do you live with?

Rosa: I live with my family.

Teacher: Does Rosa live with her family?

Class: Yes, she does. She lives with her family.

Row 1: Who do you live with?

Class: I live with my family.

On the flannelboard, illustrate that the family consists of all the members and that they live together. The family lives in Calexico.

Teach:

Sandra's family lives in Calexico.

Sandra lives in Calexico.

Where do you live?

I live in Calexico.

I live with my family.

My family lives in Calexico.

Friday

Opening: I live with my family. (To next pupil) Who do you live with?

Next pupil: I live with my family. (To next pupil) Who do you live with?

Teacher: Maria is five years old. Rosa, are you older than Maria?

Rosa: Yes, I am. I'm older than Maria.

Teacher: Sandra is ten years old.

Row 1: Is Sandra older than Maria?

Class: Yes, she is. Sandra's older than Maria.

Let pupils take turns asking. Are you older than Sandra?

Answers: No, I'm not. I'm not older than Sandra.

Yes, I am. I'm older than Sandra.

Show the class Picture A-1. Point to the picture in which Manuel is playing with one car.

Teacher: Manuel is playing with a car.

Class: He's playing with a car.

Teacher: What is Manuel playing with?

Class: He's playing with a car.

Teacher: Is he playing with a ball?

Class: No, he isn't. He's playing with a car.

Point to the picture showing him playing with two cars.

Teacher: Manuel is playing with his cars.

Class: He's playing with his cars.

Give practice on "a car" and "his cars".

For Picture A-2:

Sandra is playing with a toy.

She's playing with her toys.

Picture A-3:

Sandra is playing with her doll.

Sandra's playing with her dolls.

Is Sandra playing with a ball?

No, she isn't. She's playing with her dolls.

Picture A-4:

Manuel is playing with a bat.

Manuel is playing with two bats.

Give practice on the plural forms by asking questions concerning each picture.

Picture A-5:

Maria is playing with a Teddybear.

What is Maria playing with?

She's playing with a Teddybear.

Allow a pupil to select a card from the group. He shows the card and asks: What is .... doing?

The class makes the appropriate response.

Dramatize the following:

Sandra is sitting with Maria.

Manuel is walking with Jose.

I'm running with Tony.

I'm playing with Carmen.

Notes for the Third Week of Teaching Pre-School English

Monday

First Pupil: My name's Sandra Castro. My last name's Castro.
(To next pupil) What's your name?

Second Pupil: My name's Manuel Sanchez. Sanchez is my last name.
(To next pupil) What's your name?

Continue this pattern until all pupils have participated.

Review the action pictures, using the present progressive forms of the verbs.

Teacher: What is he doing? (What's he doing?)

Class: He's calling his dog.

Teacher: What am I doing? (She walks as she speaks.)

Class: You're walking.

Teacher: Yes, I'm walking. I can walk.

Teach: can, can't

I can sit.

I can write.

I can read.

(Action picture of girl jumping rope is shown)

Row 1: Can she jump rope?

Row 2: Yes, she can. She can jump rope.

Teacher: Sandra, can you jump rope?

Sandra: Yes, I can. I can jump rope.

Give practice on the patterns for the other action pictures.

Can she call her dog.

Yes, she can. She can call her dog.

Show a picture of a duck. (Farm Animal Families)

It's a duck.

Can it call a dog?

No, it can't. It can't call a dog.

Can it call the baby ducks?

Yes, it can. It can call the baby ducks.

(Farm Animal Families) Picture of the horses:

Can he eat?

Yes, he can. He can eat grass.

Tuesday

Pass out the Action pictures.

Pupil 1: (Holding up the picture given him) What's he doing?

Pupil 2: He's sitting down. (holding up his picture) What's he doing?

Continue until all pupils have participated.

Display picture of the ducks from Farm Animal Families.

It's a duck.

Can it walk?

Yes, it can. It can walk.

Can it play with toys?

No, it can't. It can't play with toys.

Display other pictures from Farm Animal Families.

Pupils take turns saying. Can it sleep? etc.

Give practice on:

Can they swim?

Can it talk?

Can they write? etc.

New Structure: Past participles of the action words.

Refer to Chart # 1.

Patterns to review:

The girl on the bicycle is Sandra Castro.

The boy on the bicycle is Manuel Sanchez.

Who's the boy on the bicycle?

Point to Sandra: What's she doing?

Put the chart out of sight.

Teacher: Sandra was riding her bicycle.

Teacher: What was Sandra doing?

Class: She was riding her bicycle.

Teacher: Yes, Sandra was riding her bicycle. Manuel was riding his bicycle, too.

Row 1: What was Manuel doing?

Row 2: He was riding his bicycle.

In turn, display action pictures. After you let the pupils see the action, put that picture out of sight and ask:

Teacher: What was he doing?

Pupils: He was calling his dog.

Teacher: Was he eating?

Class: No, he wasn't. He was calling his dog.

Again, refer to Chart 1.

She's riding and waving.

She isn't looking where she's going.

Put the chart out of sight.

Teacher: Sandra was riding and waving.

Class: Sandra was riding and waving.

Teacher: Yes, she was riding and waving. She was not looking where she was going.

Teacher: Was she looking where she was going?

Class: No, she wasn't. She wasn't looking where she was going.

Indicate to the class that the two bicycles came together because Sandra was not looking where she was going.

Dramatize the following:

Sandra: My head hurts.

Manuel: My foot hurts.

Mother: Come with me to the Doctor.

Nurse: My name's Miss Mains.

What's your last name.

Sandra: My last name's Castro. My first name's Sandra.

Nurse: Here's the Doctor.

Sandra: My head hurts.

Doctor: What were you doing?

Sandra: I was riding and waving. I wasn't looking where I was going.

Use the felt figures from the Instructo sets, The Family and Community Helpers, to illustrate the above episode on the flannel board. Help pupils supply the patterns of speech.

Let pupils dramatize the action.

Wednesday

Review of simple past:

Pupil 1: I live in Calexico now. I lived in Calexico last year, too. (To next pupil.) Where did you live last year?

Pupil 2: I live in Calexico now. I didn't live in Calexico last year. Where did you live last year?

Review: Count to fifty if appropriate for your age group.

Use of "has" and "have" plus object.

Use of "it" and "them" following a preposition.

Picture A-1.

Indicate picture of the left.

Teacher: Manuel has a toy truck.

Class: He has a toy truck.

Teacher: What does he have?

Class: He has a truck.

Model this pattern enough times to eliminate any tendency to say "He have ..."

Give practice on the following patterns by illustrating the situation in the classroom:

She has a book. (.. a pencil, an eraser, a ruler)

Does she have a book?

No, she doesn't. She has a pencil.

Refer to Picture A-1 again.

Teacher: Manuel is playing with the truck. He's playing with it.

Class: He's playing with it.

Teacher: Is Manuel playing with the truck?

Class: Yes, he is. He's playing with it.

Indicate the picture in which he is playing with two trucks.

Teacher: Manuel has two trucks. He is playing with them.

Class: He has two trucks. He's playing with them.

Row 1: Does he have two trucks?

Row 2: Yes, he does. He has two trucks.

Row 1: Is he playing with them?

Row 2: Yes, he is. He's playing with them.

Give practice on these patterns substituting the vocabulary suitable for Pictures A-2, A-3, and A-4.

Give books to three girls. Adapt the above patterns to drill on "They have.." and "No, they haven't ..."

Thursday

Review: have, has.

Place the Pictures A-1, A-2, etc. on the chalk rail.

Pupil 1: (Pointing) He has two trucks. (Indicating the girl in A-3) What does she have?

Pupil 2: She has a doll. (Indicating some other picture) What does he have?

Continue until all pupils have participated.

Review: Farm Animal Families: Use the pictures to review. "What is he doing?" What was he doing?

Give pupils practice in telling about the pictures. Lead them to express themselves as in this example:

(Picture of the ducks) See the ducks. The big ones are white, and the little ducks are yellow. They are eating.

Teacher: Sandra's here today. She's here.

Class: Sandra's here today.

Teacher: Is Sandra here today?

Class: Yes, she is. She's here today.

Teacher: Sandra, are you here today?

Sandra: Yes, I am. I'm here today.

Teacher: Sandra was here yesterday, too.

Class: She was here yesterday.

Teacher: She was here. She was not absent.

Class: She was not absent.

Teacher: Was Sandra absent yesterday?

Class: No, she wasn't. She wasn't absent yesterday.

Talk about a child who is not at school. Practice:

He isn't here. He's absent.

Was he absent yesterday?

Teacher: Who's absent today?

Class: Manuel's absent today.

Teacher: Was he absent yesterday?

Class: No, he wasn't. He wasn't absent yesterday.

Give further practice on the following:

Who was absent yesterday?

Who is absent today?

Friday

Review: Yesterday, absent.

Pupil 1: I was here yesterday. I wasn't absent. (To next pupil): Were you absent yesterday?

Pupil 2: No, I wasn't. I wasn't absent yesterday. (To next pupil): Were you absent yesterday?

Continue until all pupils have participated.

Practice on the past of the action words that go with your Action Pictures.

Teacher: Who played yesterday?

Class: We played yesterday

Teacher: Did you work yesterday?

Class: Yes, we did. We worked yesterday.

Row 1: Did you read yesterday?

Row 2: Yes, we did. We read yesterday.

Teacher: Sandra, did you write yesterday?

Sandra: Yes, I did. I wrote yesterday.

Class: Sandra wrote yesterday.

Review the vocabulary of Chart 1.

Is she looking where she's going?

What is she doing?

On the flannelboard, place the figures as the episodes for the following patterns are depicted:

I'm the nurse.

What's your last name?

My last name's Castro.

My head hurts.

My foot hurts.

Here's the doctor.

What were you doing?

I was riding and waving. I wasn't looking where I was going.

Dramatize the above.

New activity: Teach telling time. Teach first just the hour time.

Use the felt clock and hands. Teach the following pattern:

It is six o'clock.

Now it's six o'clock.

Notes for the Fourth Week of Teaching Pre-School English

Probably, the time has come in our second year classes to extend our English instruction to include the reading and writing of sentences pupils have mastered in their oral drills.

The first part of each period may be devoted to oral pattern practice. Then pupils will be encouraged to use the patterns in communication situations. The pupils who have control over the oral usage, will be taught to read the basic patterns. They will write the mastered sentences while the less fluent pupils in the class are engaged in further oral practice. In this way, it is hoped that the class time will be profitably spent by all pupils, each working at his own level of proficiency.

In general, the plan for a lesson will consist of the following steps:

1. Manipulation of the pattern, in which the teacher models the pattern and the pupils drill on it.

2. Oral communication, in which the pupils use the appropriate patterns in contrived communicative situations.

3. Learning to read the patterns. (The teacher may write the material on the chalkboard, ditto sheets, or chart paper. An advantage of writing it on chart paper is that the written material may be displayed again as needed.)

4. Writing the sentences (only for pupils ready for this activity.)

Many of the pupils will engage only in steps 1 and 2.

The complexity of the sentences to be read will be determined by the ages of the pupils in the class, as the teacher will keep in mind that pupils are not to be asked to do more in English that native speakers of that age achieve. In writing the patterns, pupils will be assigned work in accordance with their fluency. It is much better for a pupil to read and write one sentence well than to do several inaccurately.

The key patterns to be used during the communication phase of the lesson may be written to aid in planning what the pupils will do and say. Role playing and dramatization motivate pupils to express themselves naturally.

Monday

To initiate the organization of the program of providing reading and writing for those pupils ready to profit from these activities, perhaps it would be well to review the episodes related to Chart 1.

Patterns: The girl on the bicycle is Sandra Castro.

Her name is Sandra Castro

She is riding her bicycle.

What is she doing?

She is riding and waving.

She isn't looking where she's going.

My head hurts.

Her head hurts.

My foot hurts.

What was she doing?

She was riding and waving.

Dramatize in the Doctor's office.

The nurse asks: What's your first name?

What's your last name?

Where do you live?

The nurse says: Here's the doctor.

The doctor asks: What were you doing?

Sandra: I was riding and waving.

Doctor: Were you looking where you were going?

Sandra: No, I wasn't. I wasn't looking where I was going.

Select patterns appropriate for the age level of your class. Teach pupils to read them. Pupils who need further oral practice will receive it while selected pupils write the assigned sentences. Be sure that pupils who write the patterns can read what they are writing. It might be well to keep a file of each pupil's written work, letting him continue on the same paper on succeeding days. Some days time will permit little writing; other days more will be added to the folder.

Examples: Grade 2 pupils might read and write one or more of the following sentences:

What is your name?

My name is ....

Where do you live?

I live in Calexico.

The above is as much as we would expect of native speakers; hence we should not expect more of these pupils.

Older pupils might be asked to read and write all or any portion of the following:

What is your last name?

My last name is ....

What were you doing?

I was riding my bicycle.

(Grades 5 and 6) Were you looking where you were going?

No, I wasn't. I wasn't looking where I was going.

Tuesday

Review pattern: My last name is ....

Teacher: My name's Mrs. Jones. Jones is my last name. (To Pupil 1) What's your last name?

Pupil 1: My last name's Castro. (To next pupil) What's your last name?

Give all pupils a chance to participate. If any pupil hesitates, quickly model the pattern for him and continue the routine.

Give practice on patterns cued by the action pictures in your envelope.

Row 1: What's he doing? (As teacher holds up a picture clue.)

Row 2: He's walking. (Response must be appropriate to the clue picture.)

Exchange question and answer responsibilities among the class groups.

Put the picture away.

Row 1: What was he doing?

Row 2: He was walking.

Continue this practice, using the other action pictures.

New structure: I want to ....

New vocabulary: now

Teacher: I want to read.

Teacher: What do I want to do?

Class: You want to read.

Teacher (with book in hand): I'm reading now.

Class: You're reading now.

(Put the book down.)

Teacher: What was I doing?

Class: You were reading.

Teacher: Yes, I was. I was reading.

Teacher: Sandra, do you want to read?

Sandra: Yes, I do. I want to read.

Class: She wants to read.

(Sandra picks up the book and pretends to read.)

Row 1: What's she doing?

Class: She's reading now.

Give practice on these patterns:

Pupils are to take their cues from the action picture you show them. Show the one for walking.

Sandra: I want to walk.

Class: Sandra wants to walk.

Sandra starts to walk: I'm walking now.

Class: She's walking now.

Give practice on these patterns: Pantomime appropriate actions.

I want to play ball.

She's playing ball now.

I want to sleep.

He's sleeping now.

I want to eat.

She's eating now.

I want to sit down.

I'm sitting down now.

I want to jump rope.

I want to run.

Row 1 may ask the question as you display the picture cue:

Row 1: Do you want to eat?

Class: Teacher nods to signify affirmative response: Yes, I do. I want to eat.

Row 1: What are you doing now?

Class: (Pantomiming the action) I'm eating now.

Row 1: (As action picture gives cue): Do you want to sleep?

Class: (Teacher shakes her head for negative response): No, I don't. I don't want to sleep now.

What do you want to do?

I want to eat. (play, write, read, sit down, stand up, sing)

What does he want to do?

He wants to eat.

What's he doing now?

He's eating now.

What was he doing?

He was eating.

Do you want to read?

No, I don't. I don't want to read now.

What do you want to do?

Dramatization: (In a classroom)

Teacher: Sandra, what are you doing?

Sandra: I'm playing.

Teacher: Don't play now. Don't play in the school room.

Teacher: What do you want to do?

Sandra: I want to read now.

Manuel: I want to write now.

Teacher: Sandra, what are you doing now?

Sandra: I'm reading.

Manuel: I'm writing.

Wednesday

Review Pattern: I live in Calexico.

Teacher: I live in Calexico. (To next pupil) Where do you live?

Next Pupil: I live in Calexico. (To Next Pupil): Where do you live?

Continue until all pupils have participated.

Review Pattern: I live on Fifth Street.

Teacher: I live on Fifth Street. (To next pupil): What street do you live on?

Next Pupil: I live on Encanto Drive. (To next pupil): What street do you live on?

Continue until all pupils have participated.

New structure: I was eating in the kitchen.

Vocabulary: living room, bathroom, kitchen, bedroom, yesterday, last night, watch

Place the Instructo House on the flannelboard or on a bulletin board where all can see it.

Review: This is the kitchen (living room, bathroom, etc.)

What room is this?

It's the kitchen.

Teacher: I sleep in my bedroom.

Class: You sleep in your bedroom.

Teacher: Where does Sandra sleep?

Class: She sleeps in her bedroom.

Teacher: Last night at ten o'clock I was sleeping in my bedroom.

Class: You were sleeping in your bedroom.

Teacher: What was I doing last night?

Class: You were sleeping in your bedroom.

Teacher: That's right. Last night I was sleeping.

Display Chart 2. Direct attention to the first picture.

Teach the following patterns:

Sandra is in the living room.

Sandra is watching television.

Sandra is watching television and eating.

What is her dog doing?

He's sleeping.

Close the chart.

What was Sandra doing last night?

She was watching television in the living room.

Teacher: Yes, she was watching television.

She was watching television and eating.

Row 1: What was Sandra's dog doing?

Class: He was sleeping.

Open Chart 2 and direct attention to the second picture.

Teacher: Sandra spilled the potato chips.

Class: She spilled the potato chips.

Teacher: She woke up her dog.

Sandra spilled the potato chips and woke up her dog.

Give practice on the pattern woke up.

Use the felt clock to illustrate:

This morning I woke up at six o'clock.

What time did you wake up?

On the chalkboard write: (Grade 2 & 3)

What was Sandra doing last night?

She was eating.

What was her dog doing?

He was sleeping.

Grades 4, 5 & 6

What was Sandra doing last night?

She was watching television and eating.

Where was Sandra last night?

She was in the living room.

What was her dog doing last night?

He was sleeping.

Act out the above.

Give practice on:

Oh, I spilled the potato chips.

I woke up my dog.

As the action occurs, the whole class can practice the apprpriate patterns.

Pupils who need further practice will review orally. The few who do not may write one or more of the sentences. At the close of the period, let some pupils read what they have written.

Thursday

Review Pattern: What were you doing last night?

Teacher: Last night I was reading a book. (To next pupil) What were you doing last night at eight o'clock?

Next Pupil: I was watching television. (To next pupil) What were you doing last night at six o'clock?

Next Pupil: I was eating. What were you doing last night at eight o'clock?

Next Pupil: I was sleeping. What were you doing last night at eight o'clock?

Continue until all pupils have participated.

Direct the attention of pupils to the first two pictures on Chart 2.

Give practice on the appropriate patterns.

Indicate the third picture.

Teacher: Sandra wants to clean the floor.

Class: She wants to clean the floor.

Teacher: What does Sandra want to do?

Class: She wants to clean the floor.

Teacher: What is Sandra's dog doing?

Class: He's eating the potato chips.

New Vocabulary: find

Direct attention to the fourth picture.

Give practice on the following patterns:

Sandra is looking for the potato chips.

Where are the potato chips?

Her dog ate the potato chips.

Sandra can't find the potato chips.

Dramatize the story that these four pictures tell.

Have Sandra say: Where are the potato chips I spilled?

Class: Your dog ate them.

Give practice in writing key sentences. Please keep the emphasis on the oral practice. Let's avoid letting pupils write sentences they do not say easily and automatically. A very few sentences, read with understanding, and carefully written are much superior to longer passages.

Friday

Review Pattern: What were you doing yesterday morning?

Pupil 1: What were you doing yesterday morning?

Pupil 2: I was reading. (To next pupil) What were you doing yesterday morning?

Pupil 3: I was working and playing.

Continue until all pupils have participated.

Game: One pupil leaves the room while another hides a pencil.

Class: (As he returns to the classroom): Can you find the pencil?

"It": Yes, I can find the pencil. Is it in the desk? (He looks)

Class: No, it isn't in the desk.

"It" is allowed three guesses.

Class: Sandra found the pencil. Or, "Sandra didn't find the pencil."

With Chart 2 open, help pupils tell the story, using previously taught patterns.

Close the chart and let them tell the story in the past tense.

Patterns To Use:

Sandra was in the living room last night.

Sandra was watching television and eating.

Her dog was sleeping.

Sandra spilled the potato chips.

Sandra woke up her dog.

Sandra wanted to clean the floor.

Her dog ate the potato chips.

Where were the potato chips?

The dog ate them.

Sandra did not clean the floor.

She did not find the potato chips.

On the chalkboard, write only key sentences that are appropriate for the level of your group.

Dramatize the story.

Let pupils who have mastered sentences write them. Give further oral practice to the other pupils.

Pupils may tell the story in groups, employing the techniques of choral speaking.

Notes for the Fifth Week of Teaching Pre-School English

As more material is introduced to the pupils, providing for sufficient review becomes a problem. The repetition of previously taught patterns may be spaced at increasingly longer intervals, but their inclusion in the instruction is important. Properly spaced repetition of materials gives the pupils needed practice, encourages pupil interest, and makes the pupils feel that they are achieving success in learning English.

This week we are taking up the "going to" future. Teaching this concept offers many opportunities for repetition of patterns used in past lessons.

Monday

Opening: Practice in giving commands.

Pupil 1: Good morning, Manuel. Please stand up. (Manuel stands up.)

Manuel: (To next pupil) Good morning, Rosa. Please walk to the window.

Continue in rotation until each pupil has had a turn to participate.

Review: Telling time. Use the instructo felt clock and hands.

It seems best to introduce and give practice on the clock positions showing periods after the hour in advance of any consideration of time before the hour.

Patterns:

It's eight o'clock.

What time is it?

It's half past nine.

It's a quarter after ten.

Teach older pupils:

It's ten-thirty. It's fifteen minutes past ten.

Set the hands of the clock at five o'clock.

Teacher: What time is it now.

Class: It's five o'clock.

Teacher: Is it six o'clock now?

Class: No, it isn't. It isn't six o'clock.

New Vocabulary: yet

Teacher: No, it isn't six o'clock yet. It's five o'clock.

Set clock hands at three o'clock.

Teacher: What time is it?

Class: It's three o'clock.

Teacher: Is it four o'clock?

Class: No, it isn't four o'clock yet. It's three.

Teacher: I eat breakfast every morning at eight o'clock. (To Sandra)
Sandra, what time do you eat breakfast?

Sandra: I eat breakfast every morning at eight o'clock.

Give practice on the following patterns: (show time on Instructo clock.)

I brush my teeth at half past seven.

I get up at seven o'clock.

Sandra gets up at half past seven every morning.

What time does Manuel eat breakfast?

Manuel eats breakfast at a quarter past eight every morning.

Rosa goes to bed at half past eight every night.

Teacher: This morning I ate breakfast at eight o'clock.

Class: You ate breakfast at eight o'clock this morning.

Teacher: What time did I eat breakfast this morning?

Class: You ate breakfast at eight o'clock this morning.

Teacher: I get up at seven o'clock every morning. What time did I get up this morning?

Class: You got up at seven o'clock this morning.

Teacher: I eat dinner at half past six every night. What time did I eat dinner last night?

Class: You ate dinner last night at half past six.

Give pupils practice setting the hands of the Instructo clock at the time mentioned in the various patterns.

Let pupils take turns telling and asking what they do at various times.

Tuesday

Pupil 1: Every morning I get up at seven o'clock. (To next pupil) What time did I get up this morning?

Pupil 2: You got up at seven o'clock this morning. I get up at half past seven. (To next pupil) What time did I get up this morning?

Continue this routine until all pupils have had an opportunity to participate.

New Vocabulary: need, another

Teacher: I want to write. I need a pencil. (Picks up a pencil and writes.)

Teacher: I want to write. What do I need?

Class: You need a pencil.

Teacher: I want to read. What do I need?

Class: You need a book.

Teacher: Yes, I do. I need a book. (Picks up a book and starts to read.) Now I'm reading.

There are many opportunities for pantomiming actions as pupils act out what they want to do and what they need.

I want to jump rope. I need a rope.

I want to play. I need a ball.

I want to draw. I need a crayon.

I want to sit down. I need a chair.

In Envelope B there are eighteen incomplete pictures. As you display each one, give the pupils practice on appropriate patterns.

As you display the picture of the snowman, give practice on:

This is a snowman.

Does he have a head?

No, he doesn't. He doesn't have a head.

The snowman needs a head.

What does he need?

He needs a head.

Show the picture of the blue dress. Give practice on these patterns:

It's a dress.

This is a sleeve.

It's a sleeve.

What does this dress need? (This dress has only one sleeve.)

It needs another sleeve.

Similarly, the coat needs another button; the clock needs another hand; the swing needs another rope, etc.

With lower level pupils, it will probably be necessary to consider only part of the pictures the first day and the rest the next day.

Free Communication:

Give the picture of the dress to Sandra. She holds it up for the class to see.

Sandra: This is my dress. It's blue. It needs another sleeve.

Give the picture of the slide to Manuel.

Manuel: This is my slide. It's brown and blue. It needs steps.

Give the picture of the boy skating to Juan.

Juan: This is my picture. I'm skating. I need another skate.

Teacher: What does Juan need?

Class: He needs another skate.

Encourage pupils to use patterns from past lessons in telling about these new pictures.

Have Juan return the picture of the boy skating.

Teacher: What was the boy doing?

Class: He was skating.

Teacher: What did he need?

Class: He needed another skate.

Wednesday

Pupil 1: I want to read. I need a book. (To next pupil) What do you want to do?

Pupil 2: I want to jump rope. I need a jump rope. (To next pupil) What do you want to do?

Continue this routine until all pupils have had an opportunity to participate.

New Structure: "Going to" future tense.

Teacher: I'm going to write on the blackboard. (Goes to the blackboard and writes.)

Teacher: I'm going to open that window. (Goes to the indicated window and opens it.)

Teacher: Sandra, what are you going to do?

Sandra: I'm going to write on the blackboard. (She goes to the blackboard and writes.)

Teacher: Manuel, are you going to walk to my desk?

Manuel: Yes, I am. I'm going to walk to your desk.

Give practice on other patterns illustrating "going to" plus a verb.

Display the Instructo felt clock. Set the hands for six o'clock.

Teacher: I'm going to eat dinner at six o'clock.

Class: You're going to eat dinner at six o'clock.

Teacher: What am I going to do at six o'clock?

Class: You're going to eat dinner at six o'clock.

Teacher: Manuel, what is your mother going to do today?

Manuel: She's going to work today.

Teacher: Sandra, what is Manuel going to do today?

Sandra: He's going to read today.

Teacher: Is he going to write today?

Class: Yes, he is. He's going to write today.

Let the pupils tell you what they are going to do today. On the blackboard write:

We are going to read today.

We are going to play today.

We are going to write today.

We are going to work and play at school today.

Pupils who can freely say these things may write them. First and second graders probably should attempt only the first two lines.

Thursday

Pupil 1: I'm going to read today. (To next pupil) What are you going to do today?

Pupil 2: I'm going to play today. (To next pupil) What are you going to do today?

Display Chart 1, showing Sandra and Manuel on their bicycles. Review the patterns:

What is Sandra doing?

She's riding and waving.

Is she looking where she's going?

No, she isn't. She isn't looking where she's going.

Direct the pupils' attention to the impending collision of the two bicycles.

Teacher: Sandra is going to bump into Manuel's bicycle.

Teacher: What is going to happen?

Class: Sandra is going to bump into Manuel's bicycle.

Give further practice with predicting in the "going to" future.

Friday

Pupil 1: I'm going to watch television tonight. (To next pupil) What are you going to do tonight?

Pupil 2: I'm going to read a book tonight. (To next pupil) What are you going to do?

Continue this routine until all pupils have had an opportunity to participate.

Using the Instructo felt clock and hands, set the clock at eight o'clock.

Teacher: Sandra, what are you going to do at this time tonight?

Sandra: I'm going to watch television at eight o'clock tonight.

Teacher: What is Sandra going to do at eight o'clock tonight?

Class: She's going to watch television.

Repeat this procedure using other times.

Choose Manuel to come to the clock. Help him put the hands at seven o'clock.

Manuel: Rosa, what are you going to do at seven o'clock tonight?

Rosa: I'm going to eat dinner at seven o'clock tonight.

Teacher: What is Rosa going to do at seven o'clock tonight?

Class: She's going to eat dinner at seven o'clock tonight.

Give many pupils an opportunity to participate in this activity.

Review the "going to" future and "I need ..." patterns by engaging in a dramatization of a situation calling for their use.

On the chalkboard, print the key sentences. Pupils who have the patterns mastered may read and write the sentences that are appropriate for their ages, maturity, and fluency.

Notes for the Sixth Week of Teaching Pre-School English

Monday

Teacher: I'm going to write. (Pantomimes the action): (To Pupil 1) What are you going to do?

Pupil 1: I'm going to eat. (Pantomimes the action) (To Pupil 2) What are you going to do?

Pupil 2: I'm going to sleep. (Pantomimes the action) (To next pupil) What are you going to do?

Continue this routine until all pupils have had an opportunity to participate.

Envelope D

In this envelope are pictures of two chairs, two flowers, two belts, two cats, and two shirts.

Give practice on the use of "these" and "they", as follows:

Display the picture of the two chairs.

Teacher: (Indicate one of the chairs): What is this?

Class: It's a chair.

Teacher: (Indicates the two chairs) What are these?

Class: They're chairs.

In a similar manner, present the appropriate patterns for the rest of the pictures in the group.

Pupil Presentation: In random order, give one of the cards to several pupils. Pupil 1 happens to receive the picture of the two cats.

Pupil 1: (Indicates one of the cats) What is this?

Class: It's a cat.

Pupil 1: (Indicates the two cats) What are these?

Class: They're cats.

Proceed with the drill until each picture has been displayed. Allow the pupils to retain the pictures for the next part of the drill.

Structure: of plus noun phrase.

Teacher: I have a picture of a boy. (Shows a picture of a boy).

Teacher: What have I?

Class: You have a picture of a boy.

Teacher: Yes, I have. I have a picture of a boy.

Teacher: Does Sandra have a picture of cats?

Class: Yes, she does. She has a picture of two cats.

Teacher: Sandra, do you have a picture of cats?

Sandra: Yes, I do. I have a picture of two cats.

Vary this drill by allowing other pupils to ask the pupil if he has a picture of cats, or of the other items in the group of pictures in Envelope D.

Review of past tense. Collect all pictures.

Teacher: Sandra had a picture of cats.

Sandra: I had a picture of cats.

Teacher: Did Sandra have a picture of cats?

Class: Yes, she did. She had a picture of two cats.

Pupils require much practice in using "had". Continue the above drill substituting vocabulary appropriate for the other pictures in Envelope D.

Communication:

Dramatize a situation in which two friends meet. One is carrying a book.

Sandra: I have a big picture book. Do you want to see the pictures?

Manuel: Yes, I do. I want to see the pictures.

Sandra: This is a picture of a cat.

Manuel: Yes, it is. It's a picture of a yellow cat.

Sandra: What are these?

Manuel: They're flowers. Do you have a picture of boys?

Sandra: Yes, I do. I have a picture of two boys.

Give several pupils turns to dramatize this situation. They may choose their own questions. The answer may be affirmative or negative to any question, as the pupil wishes.

Tuesday

Teacher: Did we have a picture of cats yesterday?

Pupil 1: Yes, we did. We had a picture of cats yesterday. (To next pupil.) Did we have a picture of shirts yesterday?

Pupil 2: Yes, we did. We had a picture of shirts. (To next pupil.) Did we have a picture of books yesterday?

Pupil 3: No, we didn't. We didn't have a picture of books.

Continue until all pupils have participated.

Review: Past participles

From Envelope D, display the picture of the two boys sitting on benches.

Teacher: The boys are eating ice cream.

Class: They're eating ice cream.

Teacher: The boys are sitting on benches.

Class: They're sitting on benches.

Teacher: What are the boys doing?

Class: They're sitting on benches.

Teacher: Yes, they are. They're sitting on benches and eating ice cream.

Class: The boys are sitting on benches and eating ice cream.

Immature pupils may give one verb phrase at a time. The other pupils need to develop fluency in compounding the sentences.

Give practice on the above patterns until they are nearly automatic.

Put the picture away.

Teacher: The boys were eating ice cream.

Class: They were eating ice cream.

Teacher: The boys were sitting on benches.

Class: They were sitting on benches.

Teacher: Yes, they were sitting on benches and eating ice cream.

Class: They were sitting on benches and eating ice cream.

Teacher: What were the boys doing?

Class: They were sitting on benches and eating ice cream.

Communication:

Dramatize a situation in which Pupil 1 sits on the floor and draws. A friend calls on the telephone. Mother answers the phone. Give practice on greeting as the friend and Mother talk over the phone.

Friend: What is Manuel doing?

Mother: He's sitting on the floor and drawing.

Friend: What is he drawing?

Mother: Manuel, what are you drawing?

Manuel: I'm drawing a picture of two beds.

Mother: (Over phone) He's drawing a picture of two beds.

Pupils may improvise and make use of patterns they have learned. After a good dramatization, review the action to give practice in the use of past forms.

What was Manuel doing?

He was sitting on the floor and drawing.

What was he drawing?

He was drawing a picture of two beds. (two flowers, two cats, etc.)

Wednesday

Opening Pattern:

Pupil 1: I lived in El Centro last year. (To next pupil) Where did you live last year?

Pupil 2: I lived in Calexico last year. (To next pupil) Where did you live last year?

Continue until all pupils have participated. Pupils need many repetitions to form the habit of pronouncing the past correctly.

New structure: There is .... There are.........

Indicate Chart 1:

Teacher: A wagon is on the grass.

Class: A wagon is on the grass.

Teacher: There is a wagon on the grass. There's a wagon on the grass.

Class: There's a wagon on the grass.

Suggested Patterns:

Is there a wagon on the grass?

Yes, there is. There's a wagon on the grass.

Is there a dog in the picture?

Yes, there is. There's a dog in the picture.

Are three children playing?

There are two children on bicycles.

There is a little girl in the car.

Encourage the pupils to count the windows in your room.

Teacher: Five windows are in this room. There are five windows in this room.

Class: There are five windows in this room.

Other patterns: There are many swings on the playground.

There are tables in the cafeteria.

There is only one big chair in this room.

Give practice on the inclusion of "only" in sentences.

Teacher: How many pupils are there in this class.

Class: There are fifteen pupils in this class.

Teacher: There are seven days in a week.

There are twenty rooms in this school.

There is only one office in this school.

There is only one nurse in this school.

Communication:

Dramatize a situation in which Sandra is looking for her belt.

Sandra: I want to wear this dress. Where is the belt?

Mother: Look for it. Look for the belt.

Manuel: There is a belt in the bedroom. It's on the bed.

Mother: There's a belt on the table. Is it your belt?

Sandra: Here it is. This is my belt.

Pupils may plan other situations which provide opportunities to use "There is" and "There are".

Review the patterns associated with the pictures of items that need something.

Dramatize:

My coat needs a button.

There are some buttons in the drawer.

I'm going to sew this button on my coat.

Give practice on the use of the "going to" future.

Notes for the Seventh Week of Teaching Pre-School English

Monday

Drill on the use of who, "they", and the use of the past tense..

Pupil 1: Who watched television last night? (Raised hands indicate a positive response.)

Pupil 2: Sandra did, Manuel did, and Jose did. They watched television last night.

Pupil 3: Who played ball yesterday? (A show of hands indicates the response.)

Pupil 4: Rosa did, Jose did, and Maria did. They played ball yesterday.

Encourage pupils to be creative in asking questions and give help when needed in supplying the correct answers.

New Structures: larger than ....

You will find flannel board cans of three sizes and boxes of three sizes in the Instructo box, #46 Relative Sizes. Letter the cans A, B, and C.

Give practice on the following patterns:

This is a can.

It's a can.

I have a can.

This can is big. It's large.

Is this a large can?

Yes, it is. It's a large can.

Place the large can next to the middle-sized can on the flannel board.

Teacher: This can is larger than that can. Can C is larger than Can B.

Pupils: Can C is larger than Can B.

Teacher: Which can is larger?

Class: Can C is larger than Can B.

Give practice on similar patterns.

Juan is larger than Rosa.

The desk is larger than the table.

The teacher's ch[illegible] larger than Manuel's chair.

On a strip of pa[illegible]rite Beans. With two paper clips, fasten it across the front [illegible]he can B, making it a label for this can.

This is a can o[illegible]ns.

It's a can of bea[illegible]

Fasten a Corn lab[illegible] on can C.

Patterns:

The can of corn is larger than the can of beans.

Is the can of beans larger than the can of corn?

No, it isn't. The can of corn is larger than the can of beans.

In a similar way, use the boxes in the Instructo #46 set to teach:

This box is larger than that box.

Box C is larger than box B.

Which box is larger?

With paper clips, label the middle-size box Paper and the large box Crackers.

Give practice on the following patterns:

This is a box of paper. It's a box of paper.

The box of crackers is larger than the box of paper.

Which box is larger?

In the Instructo #46 box are flannel board words. Teach the pupils to read "large" and "larger."

Place the pictures of box B and box C on the flannel board.

At random pass the words "large" and "larger" to pupils. Let each pupil put his word under the appropriate picture on the flannel board.

Repeat the above activity using the pictures of the cans.

Communication Experiences:

Dramatize pupils buying cans of beans, corn, and other products.
Suggested patterns:

I need a large can of corn.

Is this can large enough?

No, it isn't. I need a larger can.

I want a large ball.

I want a larger one than that.

Here is a larger one.

Dramatize Mother giving fruit to the children. Suggested patterns:

I want a large apple, please.

Is this one large enough?

Yes, it is. It's large enough.

Tuesday

Pupil 1: I'm larger than Sandra. (To next pupil) Is Manuel larger than you?

Pupil 2: No, he isn't. He isn't larger than I. (To next pupil) Are you larger than Rosa?

Pupil 3: Yes, I am. I'm larger than Rosa.

Give help on the use of correct pronouns and verbs. Continue this pattern until all pupils have participated.

Review: large enough

New Vocabulary: small, smaller than

Substitute "small" and "smaller than" in the patterns given for "large" and "larger than." Suggested patterns:

Instructo set #46.

The can A is small.

It is smaller than can B.

Is it smaller than can C?

Yes, it is. It's smaller than can C.

The flannel board pictures of the boxes are to be used in a similar manner. Word cards for "small" and "smaller" are in the Instructo box. Give practice in placing them under appropriate objects on the flannel board.

Communication Experiences:

Dramatize, at the grocery store:

Do you want a large box of crackers?

No, I don't. I want a small box of crackers.

Is this box small enough?

No, it isn't. I want a smaller one.

Do you want a smaller can of corn?

No, I need a large can of corn.

The dramatization may involve a book store. Make appropriate substitutions in the patterns.

On the chalkboard write:

Sandra has a small sister.

She has a baby brother.

The sister is small, but the baby is smaller.

Pupils who are able to read these sentences may write them.

Wednesday

Pupil 1: Is a cat smaller than a boy?

Pupil 2: Yes, it is. A cat is smaller than a boy. (To next pupil) Is a boy smaller than a man?

Pupil 3: Yes, he is. A boy is smaller than a man. (To next pupil) Is a boy larger than a man?

Pupil 4: No, he isn't. A boy is not larger than a man.

New Vocabulary: hungry, thirsty, because

Hold up the picture of the two boys eating ice cream cones. (Envelope D)

Teacher: They're eating. They're hungry.

Class: They're hungry.

Teacher: The boys are eating because they are hungry.

Class: They're eating because they're hungry.

Pretend to drink.

Teacher: I'm drinking. I'm thirsty.

Have Sandra drink.

Teacher: She's drinking. She's thirsty.

Class: She's drinking. She's thirsty.

Teacher: Sandra's drinking because she's thirsty.

Give practice on related patterns.

Teacher: Why is Sandra drinking water?

Class: She's drinking water because she's thirsty.

Communication Situations:

Dramatize: One child is the mother; two other pupils are her children.

Mother: What do you want?

Pupil 1: I want a glass of water.

Mother: Why do you want the water?

Pupil 1: Because I'm thirsty.

Mother offers water to both children.

Pupil 2: I'm not thirsty. I'm hungry. I want to eat.

Pupil 1: I'm not hungry. I don't want to eat.

Mother: (pointing to first child) He's thirsty, but he's not hungry.
(points to other child) He's not thirsty, but he's hungry.

From Envelope D, display the picture of the two boys in bed.

Suggested patterns:

The two boys are sleeping. They're tired.

They're sleeping because they're tired.

Practice situations calling for the following patterns:

Did you sleep last night?

Yes, I did. I was tired. I was sleepy.

I was tired and sleepy.

Did you eat dinner last night?

Yes, I did. I was hungry.

Thursday

Review of the "going to" future.

Pupil 1: I'm thirsty. I'm going to get a drink of water. (Pretends to drink.)

Pupil 2: I'm hungry. I'm going to eat lunch. (Pretends to eat.)

Pupil 3: I'm tired. I'm going to sit down.

Pupil 4. I'm tired and sleepy. I'm going to sleep.

Give practice on the past of sleep. Suggested patterns:

Did you sleep last night, Juan?

Yes, I did. I slept last night.

Did Juan sleep last night?

Yes, he did. He slept last night.

Communication Situation: Display the picture of the cake. About two slices of cake have been used.

Suggested patterns:

Father: Who baked this cake?

Mother: Sandra baked it yesterday.

Father: I'm hungry. I'm going to eat a piece of cake.

Mother: Who ate some of the cake?

Sandra: I did. Last night I was hungry and I ate a piece of cake.

Display the picture of a pan. Suggested patterns:

I'm going to cook dinner. I need a pan.

Here is a pan.

What are you going to do?

I'm going to cook corn in the pan.

Friday

If the lessons for the first four days of this week are completed, give added practice on them.

In Fries, American English Series, do the oral practice lessons for Unit 1 of Book Two. (Page 123) Use the Instructo House and furniture as instructional aids.

Notes for the Eighth Week of Teaching Pre-School English

Monday

Drill: Use of past perfect and review of time.

Pupil 1: What were you doing at six last night?

Pupil 2: I was eating dinner. (To next pupil) What were you doing at six o'clock this morning?

Pupil 3: I was sleeping. (To next pupil) What were you doing at seven this morning?

Suggested answers: (If the pupils seem slow in thinking up answers, hold up pictures from the Action Picture envelope to suggest what they might have been doing.)

I was baking a cake.

I was reading a book.

I was playing with my dog.

Review: larger than, smaller than

Give practice on the previously taught patterns associated with the flannel board can and box in Instructo Kit #46.

Can C is larger than Can B.

Can A is a small can. It is smaller than Can B.

Which can is small?

Which can is larger than Can B.

Is Box B smaller than Box A?

New Structure: the same as ..... size

Materials: Six strips of geometric figures are included with this week's lesson plans. On each strip are four figures. Label these A, B, C, and D. Two figures on each strip are identical.

Teach:

This is a circle.

It's a circle.

These are circles.

They're circles. (or squares, as the case may be)

Teacher: (indicate two circles that are the same size) Circle A is the same as circle B.

Class: Circle A is the same as Circle B.

Teacher: Yes, it is. Circle A is the same size as Circle B.

Teacher: Which circles are the same size?

Class: Circle A is the same size as Circle B.

Teacher: Yes, they are. They are the same size.

Using the six strips showing relative size, give drill of:

Show me the large square.

Which is the small circle?

Is Circle A larger than Circle B.

Which circles are the same size?

Are these circles the same size?

Yes, they are. They're the same size.

No, they're not. B is larger.

No, they're not the same size. C is smaller.

Communication Situation: Dramatize the following situation: (Guide pupils in the selection of learned patterns which express ideas appropriate to the situation.)

Mother: I am going to bake a cake. I need a bowl, a spoon and a pan.

Sandra: I want a piece of cake. I'm hungry.

Manuel: I'm hungry, too. I need a piece of cake.

Mother proceeds to mix the cake. Father comes in.

Father: What are you doing?

Mother: I'm making a cake.

Sandra and Manuel: We're helping her.

When the cake is cut, encourage conversation using comparisons on the sizes of pieces of cake desired.

I want a smaller piece, please.

That piece is larger than the one I have.

Tuesday

Place the six strips showing relative size on the chalkboard tray where all can see.

Pupil 1: Circle C is smaller than Circle D. (To next pupil) Is Circle B larger than Circle A?

Pupil 2: No, it isn't. It's the same size. (To next pupil) Is Circle C the same size as Circle A?

Pupil 3: No, it isn't. It's larger than Circle A. (To next pupil) Is Square A the same size as Square C?

Pupil 4: Yes, it is. They are the same size.

Continue this drill until each pupil has had an opportunity to ask a question and to answer a question. Check on pupil comprehension of this concept as it is important to progress in other areas.

New Vocabulary: first, second, third, fourth, largest, smallest.

Display the size comparison strips. Teach and give practice on such patterns as:

This is the first circle.

It's the first circle.

Is the first circle the same size as the second circle?

Which is larger, the first or the second circle?

Show me the largest figure.

Which is the largest square?

Which is the smallest figure?

Sandra is the first girl in this row.

Who is the fourth pupil in that row?

Chart 3: away from

Teacher: He's the mailman.

Teacher: He's walking away from Sandra's house.

Demonstrate:

I'm walking away from the table.

I'm walking away from the door.

What did I do?

I walked away from the desk.

You walked away from the desk.

What was I doing?

You were walking away from the desk.

Review: Community Helpers (Instructo Set)

New vocabulary: hear, heard, sang

Structure: irregular past of verbs.

Ask Sandra to sing a song she knows well.

Suggested Patterns:

Sandra, please sing.

Sandra is singing.

Sandra can sing.

(Indicate that your are listening)

I hear Sandra.

We hear Sandra.

We can hear Sandra.

Teacher: Sandra sang a song.

Class: She sang a song.

Teacher: What did Sandra do?

Class: She sang a song.

Teacher: We heard Sandra sing.

Teacher: Manuel, did you hear Sandra sing?

Manuel: Yes, I did. I heard Sandra sing.

(Drag your chair along the floor to make a noise)

Teacher: I'm making a noise.

Class: You're making a noise.

Teacher: Did you hear the noise?

Class: Yes, we did. We heard the noise.

(Drop some books on the desk)

Teacher: Did you hear the noise?

Class: Yes, we did. We heard the noise.

Give much practice in the use of "heard" by providing opportunities for pupils to make noises and ask "Did you hear the noise?"

Display Chart #3. Show the pupils the vacuum cleaner.

Teacher: It makes noise.

Indicate the doorbell.

Teacher: This is a doorbell. It can make noise.

Again, call attention to the mailman who is walking away from the door.

Teacher: Did Sandra hear the mailman?

Class: Yes, she did. She heard the mailman.

(Compare "sing and sang" with "ring and rang".)

Teacher: The mailman rang the doorbell.

Class: He rang the doorbell.

Communication Situation:

Dramatize a situation in which Mother may be using the vacuum cleaner, Sandra may be singing. The mailman rings the doorbell. The pupils will use learned patterns appropriate to the situation. Suggested patterns:

Sandra sing a song.

This is making noise.

I'm cleaning the house.

I hear the doorbell.

Did you hear the doorbell?

No, I didn't. You were singing.

Hello, Mr. Mailman, did you ring the doorbell?

Yes, I did. I rang your doorbell.

I heard the doorbell, but Mother didn't.

Wednesday:

Pupil 1: (He says some word) I said "apple." (To next pupil) Did you hear me?

Pupil 2: Yes, I did. I heard you. (He whispers "cat") I said "cat" (To next pupil) Did you hear me?

Pupil 3: Yes, I did. I heard you. (He says some other word) I said "____" Did you hear me?

Continue this routine until all pupils have had an opportunity to participate.

Review: large, small, larger, smaller, the same size. (Use pictures from Envelope D)

In rotation display the pictures from Envelope D, showing two of various items. Patterns to use:

These two beds are the same size.

Yes, they are. They're the same size.

The first chair is smaller than the second chair.

They are not the same size.

Which cat is larger?

The cats are the same size.

Are the belts the same?

Yes, they are. They're the same.

The second flower is larger.

The first flower is smaller.

The boys are the same.

They are both eating ice cream.

Structure: Irregular past of verbs.

Vocabulary: brought, wrote

Teacher: Sandra bring that book to the desk.

Class: She's bringing the book to the desk.

Teacher: Sandra brought the book to the desk.

Give practice in the use of "brought."

Review:

Manuel, please write your name.

What did Manuel do?

He wrote his name.

Communication Situation:

Sandra goes to the door and sees the mailman walking away from the door.

Sandra: Did you ring the doorbell?

Mailman: Yes, I did. I rang the doorbell. I brought you a letter.

Sandra: Mother, see the letter. The mailman brought it.

Mother: Who wrote it?

Sandra: Manuel wrote the letter the mailman brought.

Pupils will dramatize other situations motivated by Chart #3.

Reading and Writing: Select key sentences about Chart #3. Write these on the board or on chart paper. Pupils who can read them may write them. Pupils needing further practice on oral communication will dramatize situations requiring the use of these sentences.

Thursday

Pupil 1: I wrote the sentences yesterday. (To next pupil) Did you write them?

Pupil 2: Yes, I did. I wrote the sentences. (To next pupil) Did you write the sentences yesterday?

Pupil 3: No, I didn't. I didn't write the sentences. I read them.

Continue until all pupils have participated.

Review: There is ... There are ... There was ... There were ...

Display pictures from previous lessons. Give practice on such patterns as the following:

There is one girl in the picture.
(Put the picture out of sight)

How many girls were there in the picture?

There was one girl in the picture.

There are three children in the picture.

(Put the picture out of sight)

How many children were in the picture?

There were three children in the picture.

Structure: There isn't, there aren't.

Teacher: There isn't a mailman in our room.

Class: There isn't a mailman in our room.

Teacher: Is there a mailman in our room?

Class: No, there isn't. There isn't a mailman in our room.

Teacher: Is there a book in that desk?

Class: No, there isn't a book in that desk.

Teacher: There are seven days in a week.

Class: There are seven days in a week.

Teacher: Are there twenty days in a week?

Class: No, there aren't. There aren't twenty days in a week.

Plural Nouns:

In Envelope E there are pictures of single objects. Display these in rotation. Pupils will give the name of the object and then the plural form.

Communication Situation:

Pass out the pictures in Envelope E. The picture he receives will be the cue for that child to include that word in a sentence. If he chooses, he may use the correct plural form. Older pupils may want to say more.

Suggested Patterns:

I like to play with my dog.

There were men on the street.

This is a school.

Reading and Writing:

Write some of the best sentences on the board. Let pupils who do not need further oral practice on the use of plurals write the sentences.

Friday

Pass one of the pictures from Envelope E to each pupil. Have the pupils look carefully at the pictures and then pass them on to the pupils on their right.

Pupil 1: I had a picture of a cat, but I have a picture of a man now.
(To next pupil) What do you have?

Pupil 2: I had a picture of a house, but I have a picture of a cat now.
(To next pupil) What do you have?

Continue this routine until all pupils have had an opportunity to participate.

Communication Situation: Chart #2

Call attention to Sandra as she sits and watches television. Suggested patterns:

She's watching television and eating.

Her dog's sleeping.

What did she do?

She spilled the potato chips.

She woke up her dog.

What is Sandra going to do?

She's going to clean the floor.

What did her dog do?

He ate the potato chips.

Sandra: I don't need to clean the floor.

Reading and writing: Write key sentences from the co-operative story on the chalk board. Pupils who can read it may write it. Give oral practice to those who can profit from further discussion.

Fries: If time permits, do the Oral Practice exercises of Unit 3 in Fries. (page 128)

Notes for the Ninth Week of Teaching Pre-School English

Monday

(Don't teach the formal "with whom" at this stage.)

Pupil 1: I walked to school with Sandra. (To next pupil) Who did you walk to school with?

Pupil 2: I walked to school with Manuel. (To next pupil) Who did you walk to school with?

Review: larger than, smaller than, largest, smallest.

New Vocabulary: tall, short, taller than, shorter than, tallest, shortest.

Compare heights of pupils in the class, being certain to select comparison that will cause no embarrassment. Teach the following patterns:

Sandra is short; Manuel is tall.

Sandra is shorter than Manuel.

Manuel is taller than Sandra.

Who is taller, Sandra or Manuel?

Who is the tallest boy in our class?

Manuel is the tallest boy in our class.

Who is the shortest girl in our class?

Sandra is the shortest girl in our class.

Display Chart #3.

Teacher: Who is taller, Sandra or the mailman?

Class: The mailman is taller than Sandra.

Teacher: Is Sandra shorter than the mailman?

Class: Yes, she is. Sandra is shorter than the mailman.

New Structure: I think that ..... (a clause)

Teacher: I think that Sandra is shorter than Rosa.

Class: You think that Sandra is shorter than Rosa.

Have the two girls stand side by side.

Teacher: Is Sandra shorter than Rosa?

Class: Yes, she is. Sandra is shorter than Rosa.

Give practice as follows:

Pupil 1: I think that (chooses a name) is taller than (chooses a different name).

Class: You think that ..... is taller than .....

Have the two pupils stand up.

Pupil 1: Is ..... taller than .....?

Class: Yes, he is. Manuel is taller than Rosa.

Pupil 1: I was right. I thought that Manuel was taller than Rosa.

Pupil 2: I think Sandra is taller than Jose.

Class: You think Sandra is taller than Jose.

Have Sandra and Jose stand side by side.

Pupil 2: Is Sandra taller than Jose?

Class: No, she isn't. Sandra isn't taller than Jose.

Pupil 2: I was wrong. Sandra isn't taller than Jose.

Class: You were wrong. You thought that Sandra was taller than Jose.

Give further practice on these patterns:

I think that Lupe is shorter than Robert.

Is Lupe shorter than Robert?

You were right. You thought that Lupe was shorter than Robert.

I was wrong. I thought that Robert was shorter than Lupe.

Vary the patterns by substituting:

I think that my hand is larger than your hand.

I was right. Mine is larger than yours.

Tuesday:

Pupil 1: I think that my hand is larger than yours. (Measure)

Pupil 2: You're right. Your hand is larger than mine. (To next pupil) I think that my hand is larger than yours. (Measure) You're wrong. Your hand is smaller than mine.

Re-enforcement of Structure: I think that .....

Review: Prepositions - on, under, in, near, at

Give practice on such patterns as:

I'm sitting at the table.

I'm sitting near the window.

The book is under the chair.

My pencil is on my desk.

New vocabulary: together

Give practice on the following patterns:

Sandra is sitting with Rosa. They are sitting together.

Manuel is playing with Juan. They are playing together.

I was playing with Maria. We were playing together.

Were you playing with Rosa?

Yes, I was. We were playing together.

Display Chart #4.

Teacher: Who is walking with the children?

Class: Father is walking with the children.

Teacher: Yes, he is. They are walking together.

Close the chart

Teacher: Who was walking together?

Class: Father and the children were walking together.

Provide opportunities for pupils to ask the questions.

New Vocabulary: pull, push, herself, himself.

Give practice on the following patterns:

The children are pulling Father.

Sandra is pulling herself up.

She's pulling herself up on the rope.

Manuel is pulling himself up.

He's pulling himself up on the bar.

Jose is swinging himself.

He's swinging himself in the swing.

Juan is pushing the merry-go-round.

After discussing each activity pictured, close the chart.

What were the children doing?

They were pulling Father.

What was Juan doing?

He was pushing the merry-go-round.

Wednesday

Pupil 1: I'm sitting near Sandra and Manuel. We sat together yesterday, too.

Pupil 2: I'm sitting near Manuel and Rosa. We sat together yesterday, too.

Pupil 3: I'm sitting near Rosa and Maria. We didn't sit together yesterday.

Continue until all pupils have participated.

New Structure: Let's ....

Teacher: I want to stand up. Let's all stand up. (All stand up.)

Class: We're all standing up.

Teacher: I want to sit down. Let's all sit down. (All sit down.)

Class: We're all sitting down.

Teacher: I want to take a walk. Let's all take a walk. (Pupils walk with her around the room.)

Give practice on:

Let's open our books.

Let's raise our hands.

Let's close our eyes.

Display Chart #4. Dramatize a situation in which the children want to go to the school yard to play. Father does not want to, but he says he will take them for a walk near the school. The children pull him into the school yard. They discuss what they can do and are doing.

Suggested patterns:

I want to go to the school yard.

We want to play at school.

Let's go for a walk together.

Let's walk near the school.

Let's pull Father.

Oh! You're pulling together. You're pulling me to the school yard.

I can pull myself up on the bar.

I can swing myself.

I can push the merry-go-round.

Sandra is walking on the big bar.

Let's go home.

To re-enforce the vocabulary, dramatize the conversation when Mother asks where they were and what they did. This recounting their activities will provide opportunities for the use of past verbs.

Reading and Writing: On the chalkboard, write the following:

Let's go for a walk.

Let's pull Father.

I can swing.

I can pull myself up.

Manuel is pushing the merry-go-round.

In classes having older and more capable pupils, patterns appropriate to their level of dramatization are to be printed on the chalkboard. Drill on the fluent reading, in a conversational manner. Pupils who are ready to write the sentences may do so. The remainder will engage in further pattern practice.

Thursday

Pupil 1: I want to stand up. Let's all stand up. (Pupils do this.) (To next pupil) What do you want to do?

Pupil 2: I want to sing. Let's all sing "Ten Little Indians." (Action takes place.) (To next pupil) What do you want to do?

Pupil 3: I want to raise my hand. Let's all raise our hands.

Continue until all pupils have participated.

New Structure: Indirect object, direct object + descriptive clause.

Teacher: Show me a girl who is wearing a blue dress.

Class: (Pointing) Sandra is wearing a blue dress.

Teacher: Yes, she is. Sandra is a girl who is wearing a blue dress.

Show me a boy who is wearing a white shirt

Manuel: Carlos is wearing a white shirt.

Allow pupils to take turns giving the directions of what to show them.

Show me a book that is red.

Show me a pencil that needs an eraser.

Display Chart #4. Suggested patterns:

Show me the children who are pulling Father.

Show me the boy who is pushing the merry-go-round.

Communication Situation: Repeat the dramatization suggested for Wednesday.

After completion of the dramatization, let the pupils pretend they are home again.

Mother: Did you take a walk?

Children: Yes, we did. We took a walk with Father.

Father: We took a walk together. (Use of "together" is review for Monday)

Mother: Where did you go?

All: We walked near the school yard.

Manuel: We pulled Father into the school yard.

Jose: I pushed the merry-go-round and pulled myself up on a bar.

Sandra: I walked on a big bar.

Reading and Writing: On the chalkboard, write a short version of the episode just dramatized. Pupils who can read the sentence fluently will write them. Give additional oral practice to those who can profit from it.

Friday:

Pupil 1: I ate breakfast at seven this morning. (To next pupil) What time did you eat breakfast?

Pupil 2: I ate breakfast at seven-thirty. (To next pupil) What time did you eat breakfast?

Continue until all pupils have participated.

New Structure: Indirect object with a preposition and without a preposition.

Teacher: Sandra, please give the book to me.

Sandra: I'm giving you the book.

Teacher: Sandra gave the book to me.

Class: She gave the book to you.

Sandra gave you the book.

Teacher: Yes, she did. She gave me the book.

Give practice on the following patterns:

Manuel gave the ball to Jose.

Manuel gave Jose the ball.

Please throw the ball to me.

Please throw me the ball.

Review patterns included in the lessons of this week.

Fries, American English: If time permits, give practice on the material included in the Oral Practice of Unit 6, page 139-140.

Lesson Ten of Teaching Pre-School English

In question and answer practice, pupils must be given opportunities for practice in asking the questions as well as in answering them. After all, they will need to ask many questions in English during their period of learning the language. Control must be exercised over the forms of the questions until correct habits are established. After the establishment of correct patterns, pupils may be encouraged to ask questions in true communication situations.

Frequently have question form drills. Drill the entire class on the form to be practiced. Then pair the pupils for the purpose of having the students ask each other questions they have practiced together.

A suggested system for assuring that each pupil receives practice is to have the same question asked by each student. Example:

Pupil 1 to Pupil 2: Who did you walk to school with today?
Pupil 2 to Pupil 1: I walked to school with Manuel.
Pupil 2 to Pupil 1: Who did you walk to school with today?
Pupil 1 to Pupil 2: I walked to school with Manuel.

With pupils paired for such activity, practice time can be used effectively if the teacher will give the cue question and then allow a short time after each cue for pupil repetitions and answers.

Monday

Pair pupils for question and answer drill.

Teacher: I took a walk yesterday.

Pupil 1 to Pupil 2: Did she take a walk yesterday?

Pupil 2 to Pupil 1: Yes, she did. She took a walk yesterday.

Pupil 2 to Pupil 1: Did she take a walk yesterday?

Pupil 1 to Pupil 2: Yes, she did. She took a walk yesterday.

Teacher: Did you take a walk yesterday?

Pupil 1 to Pupil 2: Did you take a walk yesterday?

Pupil 2 to Pupil 1: No, I didn't. I didn't take a walk.

Pupil 2 to Pupil 1: Did you take a walk yesterday?

Pupil 1 to Pupil 2: No, I didn't. I didn't take a walk yesterday.

When the routine is established and each member of the pair knows when to ask the question, use the following questions as cues:

What color is this book?

What time did you come to school?

Who is your teacher?

Is Manuel taller than Sandra?

Is Box A larger than Box B? (Use your Instructo Flannelboard set)

Is Box B larger than Box A?

Which is the largest box?

Keep the tempo of the questioning period lively and vary the questions by selecting from previous lessons.

New Structure: Use of "else" to elicit further information.

Refer to Chart 1.

Teacher: Sandra is riding her bicycle.

Class: She's riding her bicycle.

Teacher: What else is Sandra doing?

Class: She's waving.

Teacher stands at the board and writes.

Teacher: I'm standing at the board. What else am I doing?

Class: You're writing.

Teacher: Yes, I'm standing at the board and writing.

Refer to Chart 2.

Teacher: What is Sandra doing?

Class: She's watching television.

Teacher: What else is she doing?

Class: She's eating.

Teacher: Yes, she's watching television and eating.

Dramatize situations in which the question "What else am I doing" elicits further information.

The teacher will follow the plan outlined in Unit 3, page 128, Oral Practice, in Fries, American English Series, Book 2. Do parts A, B, and C.

Communication Situation:

Sandra and Rosa are talking on the telephone. Sandra had been absent from school and is asking Rosa pertinent questions. Suggested patterns:

Were you in school today?

Yes, I was. Were you in school today?

No, I wasn't. I was at home. I was sick.

Did you go to the doctor's?

What did you do at school today?

We read.

What else did you do?

We wrote letters and sang.

Encourage pairs of pupils to use similar patterns in free communication about school activities.

Tuesday

In Envelope G there are twelve pictures. Give the stack of pictures to Sandra. She exposes a single picture at a time, in rotation.

Teacher: What do you have, Sandra?

Sandra: (Exposing the first picture) I have a school.

Class: What else do you have?

Sandra: (Exposing the next picture) I have a clock.

Class: What else do you have?

Sandra: (Exposing the next picture) I have a man.

Class: What else do you have?

Continue this procedure until each picture has been shown. The picture cards may be shuffled and the routine changed to give practice on the pattern of "What does she have?"

Fries, American English Series, page 129, Exercises D, E, and F.

On page 130, dramatize A Class Picnic.

On the chalkboard, write the following sentences:

We had a picnic in the park.

What did you do?

We played games.

What else did you do?

We sang songs.

Pupils who do not need further practice on the dialogue may read and write the sentences. Pupils who are not fluent in the use of these sentences will practice them and dramatize their use in communication situations.

Wednesday

Opening: "Going to" future

Pupil 1: We are going to read today. (To next pupil) What else are we going to do?

Pupil 2: We are going to write today. (To next pupil) What else are we going to do?

Pupil 3: We're going to play ball today. (To next pupil) What else are we going to do?

Continue this chain of questions and answers until all pupils have had an opportunity to participate.

New Structure: Indefinite "it", as in "It is raining."

Display Picture #H, which has been distributed to you this week.

Teacher: It is raining.

Class: It's raining.

Teacher: Is it raining? (Indicates the picture)

Class: Yes, it is. It is raining.

Indicate the weather outside.

Teacher: It isn't raining today.

Class: It isn't raining today.

Teacher: Is it raining today?

Class: No, it isn't. It isn't raining today.

Teacher: Today it is sunny.

Class: Today it is sunny.

Teacher: Last week it rained. It rained last week.

Class: It rained last week.

Teacher: It rained last week, but it is not raining now.

Give practice on patterns using "it" in a similar manner. Suggestions:

Was it raining yesterday?

No, it wasn't. It was sunny.

Did it rain on your birthday?

Yes, it did. It rained on my birthday.

Fries, American English, pages 190, 191, 192.

Communication Situation:

Friends are discussing their plans for the week-end.

Sandra: Tomorrow is Saturday. Are we going to play ball?

Manuel: It's going to rain tomorrow. We can't play ball.

Sandra: We can play with my dolls.

Manuel: I don't want to play with your dolls. I'm going to watch television.

Give pupils opportunities to use the learned patterns in free communication, but do control the patterns to assure that they don't try to include ones that are too difficult for their level of learning. Encourage the pupils to limit themselves to the English they know.

Thursday

Pupil 1: Is is raining today?

Pupil 2: No, it isn't. It is sunny today. (To next pupil) Was is sunny yesterday?

Pupil 3: Yes, it was. It was sunny yesterday. (To next pupil) Was it raining yesterday?

Pupil 4: No, it wasn't, but it's going to rain tomorrow.

Encourage questions about the weather. Give each pupil an opportunity to think of a comment and to ask a weather question.

New Structure: Use of "how much"

Fries, American English, Unit 4, pages 131, 132, and 133. Adapt the sentences used in Fries to the age and ability levels of your pupils. Use real coins to illustrate as you teach.

This is a penny.

This is a nickel. It's five cents.

How much is this? It's five cents.

How much money do you have?

I have a quarter. I have twenty-five cents.

Communication Situation:

Dramatize episodes in a store. Suggested sentences:

What do you want?

I want that toy airplane. How much is it?

It's a dollar.

More advanced pupils may discuss past trips to the store.

What did you do yesterday?

I went to the store.

What did you buy?

I bought a book. I want to show you the book.

How much was it?

It was a quarter.

How much is a quarter?

It's twenty-five cents.

Select sentences to be read and copied.

Friday

Drill on "There is" and "There are."

Pupil 1: There is a book on the table. (To next pupil) Is there a pencil in this room?

Pupil 2: Yes, there is. There's a pencil in my desk. (To next pupil) Are there any windows in this room?

Pupil 3: Yes, there are. There are five windows in this room. (To next pupil) Is there a door in this room?

Pupil 4: Yes, there is. There are two doors in this room. (To next pupil) Is there a bed in this room?

Continue this routine, giving each pupil an opportunity to ask and answer a question.

Fries, American English: pages 133, 134, and 135. Bring small toys or other items on which you can place price tags. Give pupils practice in asking "How much?" There will be many opportunities for communication as they act out experiences involving money.

If time permits, review telling time. Use the Instructo flannelboard clock.

Lesson Eleven of Teaching Pre-School English

Monday

Pupil 1: Yesterday I ate lunch at home. (To next pupil) Where did you eat lunch?

Pupil 2: I ate lunch at school yesterday. (To next pupil) Where did you eat lunch?

Continue this routine until all pupils have had an opportunity to participate.

New Structure: "when" + clause (We have taught pupils to express time through the use of adverbs such as "yesterday" and by giving the hour. Now we are ready for clauses which tell when an event happens.)

Teacher:	This morning I ate breakfast at seven o'clock.
Class:	You ate breakfast at seven o'clock.
Teacher:	When did I eat breakfast?
Class:	You ate breakfast at seven o'clock.
Teacher:	I ate breakfast when I was hungry.
Class:	You ate breakfast when you were hungry.
Teacher:	When did I eat breakfast?
Class:	You ate breakfast when you were hungry.
Teacher:	Did you eat breakfast when you were hungry?
Sandra:	Yes, I did. I ate breakfast when I was hungry.
Class:	She ate breakfast when she was hungry.

Give practice as above, substituting the following patterns as appropriate.

She ate breakfast when Mother cooked it.

I ate breakfast when I got up.

I ate breakfast when it was ready.

Display Chart #3.

Review previously taught patterns associated with this chart.

Suggested review patterns pertaining to Chart #3.

Did Sandra hear the mailman?

Yes, she did. She heard the mailman.

What did the mailman do?

He rang the doorbell.

Relate this chart to the structure "when + clause".

Teacher: When Sandra heard the doorbell she came to the door.

Class: When Sandra heard the doorbell, she came to the door.

Teacher: When did Sandra come to the door?

Class: She came to the door when she heard the doorbell.

Teacher: Yes, she did. When she heard the doorbell, Sandra came to the door.

Dramatize the following situation: When Mother comes home from shopping.

Mother: Did the mailman come today?

Sandra: Yes, he did. He rang the doorbell.

Mother: Did he give you a box?

Sandra: No, he didn't. When I heard the doorbell, I opened the door, but the mailman did not give me a box.

Tuesday

In the following exercise, encourage pupils to give realistic answers. If any hesitation occurs, supply the answer and give needed help. Preserve the pattern for the answers.

Pupil 1: This morning I ate breakfast when I was hungry. (To next pupil) When did you eat breakfast?

Pupil 2: I ate breakfast when I was hungry. (To next pupil) When did you eat breakfast.

Pupil 3: I ate breakfast when I got up. (To next pupil) When did you eat breakfast?

Pupil 4: I ate breakfast when Mother cooked it. (To next pupil) When did you eat breakfast?

Continue this routine until all pupils have had an opportunity to participate.

Review:

It was raining.

It is sunny today.

It was dark at six o'clock.

It was light at eight o'clock this morning.

Was it light at eight this morning?

Yes, it was. It was light at eight this morning.

Was it dark at seven last night?

Display the Instructo felt clock. Give practice on the following:

It is seven o'clock.

What time is it?

It's seven o'clock.

Pair pupils and have them take turns asking the questions as you change the positions of the hands on the clock.

Teacher: Sandra, when did you get up this morning?

Sandra: I got up at seven o'clock.

Teacher: What time was it when Sandra got up?

Class: It was seven o'clock when Sandra got up.

Teacher: Was it six o'clock when Sandra got up?

Class: No, it wasn't. It was seven o'clock when Sandra got up.

Teacher: Manuel, what time was it when Sandra got up?

Class: It was seven o'clock when Sandra got up.

Continue this type of question between pairs of pupils, rows of pupils, and in other grouping which provide opportunities for repetitions of both the questions and answers.

Dramatize as follows:

Pupil: I don't want to go to bed now. I want to read.

Mother: Did you read this afternoon?

Pupil: No, I didn't read this afternoon. It was four o'clock when I came home.

Mother: When you got home from school what did you do?

Pupil: When I got home, I played ball and talked to Manuel.

Help pupils develop role playing activities in which they need to use "when" clauses.

Wednesday

Pupil 1: I got up at six-thirty. What time was it when you got up?

Pupil 2: It was seven o'clock when I got up. (To next pupil) What time was it when you ate breakfast?

Pupil 3: It was eight o'clock. (To next pupil) What time was it when you left home?

Continue until all pupils have had an opportunity to participate.

Pupils are asked not to be on the school yard before a teacher is on duty to supervise the playground. They are often asked, "What time was it when you left home?" Role playing may make the answering of such questions easier for the pupils.

Suggested role playing activity:

Teacher: Sandra, you are here too early. What time was it when you left home?

Sandra: It was eight o'clock when I left home. I walked fast.

Teacher: What time are you going to come to school tomorrow?

Sandra: Tomorrow I'm going to come to school at eight-thirty.

Teacher: When it is eight-thirty, leave home. Then you can walk to school fast.

Chart #5 is a new chart this week. Show it to the class and discuss it with them.

Suggested patterns:

Who is this?

It's Manuel.

Is he happy?

No, he isn't happy. He's sad.

What is he doing?

He's holding his foot.

Yes, he is. He's holding his foot. He hurt it.

He hurt his foot when he stepped on something.

Did he step on the tack?

Yes, he did. He stepped on a tack.

He hurt his foot when he stepped on a tack.

(Indicate the letter) Did he hurt his foot when he stepped on this?

No, he didn't. He didn't hurt his foot when he stepped on the letter.

Communication Situation: Give pupils opportunities for role playing in which they tell when they hurt a foot, a hand, or their heads. The dialogues may be between the pupil and a friend, his mother, or the nurse.

Select patterns to make a story to be read and copies by those needing no further oral repetitions.

New Vocabulary: Ordinal numbers through twelve. Fries, American English, pages 195 and 196.

Thursday

Pupil 1: I hurt my foot when I fell down. (To next pupil) Did you hurt your foot?

Pupil 2: No, I didn't hurt my foot, but I hurt my hand. I hurt my hand when I was playing ball. (To next pupil) Did you hurt your hand?

Pupil 3: No, I didn't. I didn't hurt my hand, but I hurt my foot. I hurt my foot when I stepped on a tack. (To next pupil) Did you hurt your foot?

Continue until all pupils have had an opportunity to participate.

Fries, American English, Unit 24, pages 199, 200 and 201. Substitute the names of towns and cities known to the group for those used in the text.

Review: Comparison of adjectives. Give practice in patterns such as:

Which one is larger?

Is this ball larger than that ball?

I have an older brother.

Do you have a sister?

Yes, I do. I have an older sister.

Structure to work on: Sentences with "or".

Teacher: Was it rainy yesterday or was it sunny?

Class: It was sunny yesterday.

Pair pupils and let each have a turn asking and answering.

Pupil 1: Did you play ball or read a book?

Pupil 2: I played ball.

Pupil 1: Are you going to eat lunch at school or at home?

Pupil 2: I'm going to eat at school.

Pupil 1: Do you get up at six o'clock or seven?

Pupil 2: I get up at seven.

Pupil 1: Do we eat lunch at twelve or one o'clock?

Pupil 2: We eat lunch at twelve.

Pupil 1: Are you going to watch television tonight or are you going to go to bed early?

Pupil 2: I'm going to go to bed early.

Give pupils an opportunity to act out dialogues requiring that they compose sentences and questions using "or".

New Structure: "some" in positive sentences and questions as contrasted to "any" in negative sentences. "Some" or "any" in questions.

Teacher: I have some books on my desk, but I don't have any pencils.

Pupils: You have some books on your desk, but you don't have any pencils.

Teacher: Do I have some books on my desk?

Class: Yes, you do. You have some books on your desk.

Teacher: Do I have some pencils on my desk?

Class: No, you don't. You don't have any pencils on your desk.

(Let pupils see that you can use "any" just as well in the same question, but that "any" is required in the response. "Some" may not be used in the negative answer.)

Teacher: Do I have any pencils on my desk?

Class: No, you don't. You don't have any pencils on your desk.

Pupil 1: Does she have some books on her desk?

Pupil 2: Yes, she does. She has some books on her desk.

Pupil 1: Does she have any pencils on her desk?

Pupil 2: No, she doesn't. She doesn't have any pencils on her desk.

Pupil 1: Does she have some pencils on her desk?

Pupil 2: No, she doesn't. She doesn't have any pencils on her desk.

Give practice on the proper use of "some" and "any" in the following patterns:

Did you buy some oranges yesterday?

Yes, I did. I bought some.

No, I didn't. I didn't buy any.

Did you see any children in the room last night?

Yes, I did. I saw some.

No, I didn't. I didn't see any.

Communication Situation: The pupil returns from a party. Mother is questioning him concerning the events.

Mother: Were there some girls at the party?

Pupil: No, there weren't any girls at the party. There were boys at the party.

Mother: Did you have any candy at the party?

Pupil: No, we didn't. We didn't have any candy at the party.

Mother: Did you have some ice cream at the party?

Pupil: Yes, we did. We had some ice cream and some cake.

Give pupils opportunities for role playing to give further practice on these patterns.

Friday

Pupil 1: I had some grapes for breakfast. (To next pupil) Did you have any grapes for breakfast?

Pupil 2: No, I didn't. I didn't have any grapes for breakfast, but I had some prunes. (To next pupil) Did you have some prunes for breakfast?

Pupil 3: No, I didn't. I didn't have any prunes, but I had eggs for breakfast. (To next pupil) Did you have any eggs for breakfast?

Continue until all pupils have had an opportunity to participate.

Communication Situation: Mother is going to wash the clothes. The following suggested dialogue may be used to re-enforce the structures just practiced.

Mother: I am going to wash our clothes today. Do you have any dirty shirts?

Pupil: Yes, I do. I have some dirty shirts.

Mother: Are some of your shirts still clean?

Pupil: Yes, they are. Some of my shirts are still clean.

Mother: Do you have some clean socks?

Pupil: No, I don't. I don't have any clean socks.

Mother: Father doesn't have any clean socks either. I'm going to wash right now.

Pupils are to create and dramatize other realistic dislogues to strenghten their abilities to use the above structures correctly.

Write sentences on the chalkboard for them to read and write.

Review: "need" (Refer to your envelope of pictures illustrating objects that need something to complete them.)

Role Playing: We are going to go to the store. We ask the following questions and receive varied responses:

What do we need from the store?

Do we need any milk?

Yes, we do. We need some milk.

Do we need any bread?

No, we don't. We don't need any bread.

Do we need some potatoes?

Yes, we do. We need some potatoes.

Do we need some apples?

Yes, we do. We need some apples.

Review: "When" clauses.

Teacher: When we go to the store, what are some of the things we buy?

Pupil 1: When we go to the store we buy bread.

Pupil 2: When we go to the store, we buy milk.

Pupil 3: When we go to the store, sometimes we buy cake.

Pupil 4: When we go to the store, sometimes we buy oranges.

Continue until all pupils have had an opportunity to respond. Let some pupils take turns asking the question. "When you go to the store, what do you buy?"

Lesson Twelve of Teaching Pre-School English

Monday

Pupil 1: When the bell rings I'm going to get a drink of water. (To next pupil) When are you going to get a drink of water?

Pupil 2: When the bell rings, I'm going to get a drink of water. (To next pupil) When are you going to get a drink of water?

Continue this procedure until all pupils have had an opportunity to respond.

New Structure: "where" + clause

Teacher: This is the school where I teach.

Class: This is the school where you teach.

Teacher: Is Dool the school where I teach?

Class: Yes, it is. Dool is the school where you teach.

Give practice on the following:

This is the house where I live.

Put the book where it was.

Is the toy where she left it?

Put the pencil where you found it.

Did you look where you were playing?

Display the felt house. Patterns to practice.

Is this the house where Sandra lives?

Yes, it is. It's the house where Sandra lives.

Is this the house where Manuel lives?

Yes, it is. It's the house where Manuel lives.

Is this the house where Maria lives?

No, it isn't. It isn't the house where Maria lives.

Indicate the living room.

This is the room where the family talks.

This is the room where the family reads.

This is the room where Sandra watches television.

Show me the room where Sandra watches television.

Sandra sits in the living room when she watches television.

When does Manuel sit in the living room?

He sits in the living room when he watches television.

The family sits in the living room when they talk.

Where does the family sit when they are talking.

They sit in the living room when they are talking.

Communication Situation:

Two friends discuss watching television. Suggested Patterns:

I like to watch television.

My family likes to watch television too.

When we watch television, we sit in the living room.

We don't have television. When we sit in our living room, we talk.

Where do you sit when you read?

I sit in the living room when I read.

Give further practice on "where" + clause by discussing the other rooms in the house. Suggested Patterns:

The bedroom is the room where I sleep.

When I'm sleepy, I go to my bedroom.

Where does Sandra go when she's sleepy?

The bathroom is where I brush my teeth.

The kitchen is where Mother cooks breakfast.

Tuesday

Pupil 1: When I'm sleepy, I go to my bedroom. (To next pupil) When you're sleepy, where do you go?

Pupil 2: I go to my bedroom when I'm sleepy. (To next pupil) Where does your sister sit when she reads a book?

Pupil 3: She sits in the living room when she reads. (To next pupil) Where do you go when you watch T. V.?

Continue until all pupils have participated in asking questions and giving answers.

Communication Situation: Pupils dramatize situations in which they discuss what they did and where they went last summer. Suggested patterns:

Where did you go when you left Calexico?

When we moved from Calexico, we went to Fresno.

When you were in Fresno, what did your father do?

When we lived in Fresno, my father picked grapes.

When we lived in Fresno, my father worked in the fields.

When school was out, what did you do?

I went for a vacation, when school was out last year.

Show pupils the charts and pictures we have used in past lessons. Give practice in the use of when and where clauses, such as:

This is the garage where Mr. Castro keeps his car.

When Sandra went to the kitchen, her dog ate the potato chips.

Wednesday:

Pupil 1: When school was out last summer, we went to Fresno. (To next pupil) What did you do when school was out?

Pupil 2: When we left Calexico, we took our vacation. (To next pupil) When school was out, what did you do?

Pupil 3: When school was out, I stayed home and played. (To next pupil) When school was out, what did you do?

Give practice on transformations of "There is" and "There are" sentences.

On Chart # 1.

There are two bicycles in this picture.

Are there any bicycles in this picture?

Yes, there are. There are two bicycles in the picture.

Is there a cat in this picture?

No, there isn't any cat in the picture. (Negative reply takes "any")

Are there some pigs in this picture?

No, there aren't any pigs in the picture.

Are there any children in the picture?

Yes, there are some children in the picture.

Are there any children in the picture?

Yes, there are some children in the picture.

By selecting appropriate questions from the charts and pictures, give pupils many opportunities to form the habit of using "some" or "any" in questions with count nouns. They learn to use "any" in the negative answers and "some" in the positive answers, i.e., "No, there isn't any" and Yes, there are some."

Thursday

Pupil: There aren't any buttons on my dress. (To next pupil) Are there any buttons on your shirt?

Pupil 2: Yes, there are. There are some buttons on my shirt. (To next pupil) Are there any buttons on your dress?

Pupil 3: Yes, there are some buttons on my dress. (To next pupil) Are there any buttons on your shirt?

Continue until all pupils have had an opportunity to participate.

Communication Situations: Pupil has been on a trip. Her friend is questioning her.

When you were on the train, did you see any children?

I saw some boys, but I didn't see any girls.

Did you eat on the train? Was there a man who sells candy and fruit?

We ate some candy, but we didn't eat any fruit.

When you were in the city, did you get some clothes?

We got some shirts, but we didn't get any dresses.

Did the store have some books?

It had some little books, but it didn't have any big books.

Did it have any toys?

It didn't have any good toys, but it had some marbles.

Communication Situation: Pupils are planning a party.

When we have the party, I can bring a cake or some cookies.

Can you bring some sugar?

No, I can't bring any sugar, but I can bring some candy.

We are going to need some cups. Can you bring some cups?

No, I can't bring any cups, but I can bring some paper plates.

New Structure: "too"

Teacher: I have some books. (Holds some books)

(Place some books on Sandra's desk.)

Teacher: Sandra has some books, too.

Class: You have some books. Sandra has some books, too.

(Give Manuel some books)

Teacher: Now, Manuel has some books, too.

Teacher: Does Sandra have some books?

Class: Yes, she does. Manuel has some books, too.

Provide opportunities for pupils to use the following patterns:

Is Sandra's dress blue?

Sandra's dress is blue. Rosa's dress is blue, too.

Juan is seven years old. Manuel is seven, too.

I live on Beach Street. Rosa lives on Beach Street, too.

Communication Situation: Pupils are enumerating things they can do. Each tells the other he can do that too.

Pupil 1: I can county to twenty.

Pupil 2: I can county to twenty, too. I can write my name.

Pupil 1: I can write my name, too. I can ride a bicycle.

Pupil 2: I can ride a bicycle, too.

New Structure: either

Teacher: I don't have any toys on my desk. Sandra doesn't have any toys either.

Class: You don't have any toys. Sandra doesn't have any either.

Teacher: Do we have some toys?

Class: You don't have any toys, and Sandra doesn't have any either.

Give practice with this pattern using various classroom objects.

Teacher: Manuel did not come to school today. He didn't come yesterday, either.

Class: Manuel did not come to school today. He didn't come yesterday either.

Teacher: Sandra can't play the piano. Rosa can't play it either.

Continue with other examples of the use of "either" in negative statements.

Display two pictures.

There aren't any children in this picture. There aren't any in this picture, either.

There's a house in this picture. There's a house in this picture, too.

Give practice on these patterns by comparing pictures which are similar and pictures that are different.

Friday

Pupil 1: I can't write Calexico. And I can't write California, either.

Pupil 2: I can't write Calexico and California, either. I can write dog.

Pupil 3: I can write dog, too. I can't write teacher.

Continue until all pupils have had an opportunity to respond. You might want to substitute the following:

Pupil 1: I can't swim. I can't dive, either.

Pupil 2: I can't dive, either. I can swim.

Pupil 3: I can swim, too. I can't dive.

Pupil 4: I can dive, too. I can't swim.

Pupil 5: I can't swim, either. I can dive.

Communication Situation: Two pupils are discussing going to the show.

Pupil 1: I asked Mary to go to the show with us. She is going to come.

Pupil 2: I asked her, too. Is Rosa coming?

Pupil 1: Yes, she's coming, too. I asked Maria. She can't come.

Pupil 2: That's too bad. Juana can't come either.

Review of Irregular Verbs: Explain to pupils that you will say something. They are to make the same statement, but they must start with "Yesterday."

Teacher: I am reading a book.

Class: Yesterday, I read a book.

Teacher: I'm writing a letter.

Class: Yesterday, I wrote a letter.

Teacher: I'm buying some candy.

Class: Yesterday, I bought some candy.

Teacher: I'm running now.

Class: Yesterday I ran.

Teacher: I eat breakfast every day.

Class: Yesterday, I ate breakfast.

Teacher: We are going to draw pictures today.

Class: Yesterday, we drew pictures.

Give group and individual practice as shown above. These forms need many repetitions.

Repeat some of the above sentences, including the hour of the day. Example:

Teacher: I'm going to eat dinner at six o'clock.

Class: Yesterday I ate dinner at six o'clock.

Teacher: Today we're going to draw pictures at two-thirty.

Class: Yesterday we drew pictures at two-thirty.

Teacher: Today we're going to eat lunch when it's ready.

Class: Yesterday we ate lunch when it was ready.

Re-enforcement of use of "either"

Teacher: Today we didn't read that book.

Class: Yesterday we didn't read it, either.

Teacher: Today you didn't bring your sweater, Sandra.

Sandra: Yesterday I didn't bring it, either.

Class: Yesterday she didn't bring it, either.

Teacher: It isn't sunny today.

Class: It wasn't sunny yesterday, either.

Communication Situation: Mother is trying to teach the younger sister (or brother) to do selected things. Each time the older child doesn't want to do as he is asked, the younger one says, "I don't want to do it, either." When the older child does not like a food or milk, the younger one says, "I don't like it either." Let the class develop the dialogue for this dramatization.

Lesson Thirteen of Teaching Pre-School English

Monday

Review of adverbs, here and there. Practice in use of "he" and "she".

Pupil 1: I'm sitting here, and you're sitting there. (To next pupil)
Where's Sandra?

Pupil 2: She's sitting there, and I'm sitting here. (To next pupil)
Where's Manuel?

Pupil 3: He's sitting there, and I'm sitting here. (To next pupil)
Where's Rosa?

Continue this chain conversation until all pupils have had an opportunity to participate.

New Structure: Use of "some" as compared to the use of "much".

Teacher: (holding a few pieces of chalk) I have some chalk in my hand.

Class: You have some chalk in your hand.

Teacher: Do I have some chalk?

Class: Yes, you do. You have some chalk.

Teacher: I have some chalk, but I don't have much chalk.

Teacher: I don't have much chalk in my hand.

Class: You don't have much chalk in your hand.

Teacher: Do I have any chalk?

Class: Yes, you do. You have some chalk, but you don't have much chalk.

Display the picture of the cake from your picture set. (About a fifth of the cake has been eaten.)

Teacher: Did Sandra's family eat some cake?

Class: Yes, they did. They ate some cake.

Teacher: Did they eat much cake?

Class: No, they didn't. They didn't eat much cake.

Teacher: Sandra's family ate some cake, but they didn't eat much.

Give practice with the following patterns:

Sandra, please bring me some paper, but not very much.

I have some money.

I don't have much money.

I took some paste.

I didn't take much paste.

There was some paint on the paper.

There wasn't much paint on the paper.

There is some milk in the glass.

There isn't much milk in the glass.

Generalization: Negative verb + much + mass noun.

Communication Situation: Role playing.

Sandra returns from Rosa's house. Mother is asking her about her visit.

Suggested Patterns:

Did you have fun at Rosa's house?

No, we didn't. We didn't have much fun.

When Rosa's mother came home, we had some fun.

What did you do?

We made some paste.

We put some flour in a bowl; we put some water in the bowl, too.

We didn't put much water in the bowl.

We didn't put much salt in the paste.

We used some paste, but we didn't use much.

We made some paste, but we didn't make much paste.

We had some paper.

We didn't have much paper.

Encourage pupils to develop dramatization similar to the above involving realistic experiences.

Tuesday:

Review of "going to" future and action verbs.

Pupil 1: I'm going to stand up. (He performs the action) (To next pupil) What are you going to do?

Pupil 2: I'm going to jump. (He jumps) (To next pupil) What are you going to do?

Pupil 3: I'm going to run to the door. (He runs to the door) (To next pupil) What are you going to do?

Continue this activity until all pupils have had an opportunity to participate. Keep the action lively and interesting. If a pupil cannot quickly think of something to do, supply a pattern for him.

Use pictures and felt figures from your kits to cue pupils in the pattern:

He's a fireman.

He's a milkman.

He's a doctor.

He's a policeman.

She's a nurse.

New Structure: "going to" + be.

Teacher: Sandra is seven years old.

Class: She's seven years old.

Teacher: When Sandra is twenty years old, she will be a teacher.

Class: When Sandra's twenty years old, she will be a teacher.

Teacher: Sandra's going to be a teacher.

Class: She's going to be a teacher.

Teacher: What is Sandra going to be?

Class: She's going to be a teacher.

Teacher: Sandra, what are you going to be?

Sandra: I'm going to be a teacher.

Give practice on the following patterns:

What are you going to be?

What is he going to be?

What is she going to be?

I'm going to be a nurse.

She's going to be a crossing lady.

She's going to be a clerk.

He's going to be a fireman.

He's going to be a lettuce worker.

He's going to be a lettuce packer.

Communication Situations:

As pupils discuss dramatizations they plan to present, they are to use such patterns as:

I'm going to be the mother.

You're going to be Sandra.

He's going to be the little brother.

Reading and Writing Activity:

On the chalkboard or a chart, draw a stick boy. Show a hammer in his hand.

Write:

He's not going to be a cook.

He's going to be a teacher.

He's going to be a nurse.

He's going to be a carpenter.

Let pupils think of other examples of the above activity. A stick girl might be holding a book. Suggested patterns:

I am Sandra.

I'm not going to be a policeman.

I'm not going to be a nurse.

I'm going to be a teacher.

Wednesday:

Review: "There is" and "There are" transformations.

Pupil 1: There are five windows in this room. (To next pupil) How many books are there on the desk?

Pupil 2: There are three books on the desk. (To next pupil) How many girls are there in your family?

Pupil 3: There are two girls in my family. (To next pupil) How many girls are there in your family.

Continue this routine until all pupils have had an opportunity to participate.

Display Chart #6. Help pupils use the patterns they have learned to tell about the picture. Suggested patterns:

Mother is going to the kitchen.

The kitchen is where she cooks.

The kitchen is where she works.

The kitchen is where she washes dishes.

New Structures: "why" + clause; "because" + clause.

Teacher: Why is Mother going to the kitchen?

Class: Why is Mother going to the kitchen?

Teacher: Mother is going to the kitchen because she smells something.

Class: She's going to the kitchen because she smells something.

Teacher: Mother is going to the kitchen because she smells smoke.

Use the pictures to clue class as they practice the following patterns:

Is Mother going to the kitchen because she smells the (Point to the smoke) smoke?

Yes, she is. She is going to the kitchen because she smells the smoke.

Pupils are to ask question when you point to the potato:

Is she going to the kitchen because she smells a potato?

After pupils have had practice with the chart in view, remove the chart and ask the questions in the past tense.

Why did Mother go to the kitchen?

Mother went to the kitchen because she smelled smoke.

Did Mother go to the kitchen because she smelled flowers?

No, she didn't. She went because she smelled smoke.

Communication Situation:

Dramatize the story the pupils compose from the discussion of Chart #6. Write key sentences from the dramatization on the board for pupils to read and write.

Thursday:

Review of "when" clauses.

Pupil 1: When my mother called me, I got up. (To next pupil) Did you get up when your mother called you?

Pupil 2: Yes, I did. I got up when my mother called me. (To next pupil) Did you get up when your mother called you?

Pupil 3. No, I didn't. I didn't get up when my mother called me. (To next pupil) When your mother called you, did you get up?

Give practice on the above patterns until all pupils have had an opportunity to participate.

Display Chart #3. Give practice on the following sentences:

Why did Sandra go to the door?

She went to the door because she heard the doorbell ring.

Why did the mailman ring the doorbell?

He rang the doorbell because he brought a letter.

Display Chart #5.

Help pupils compose "why" and "because" clauses.

Communication Situations:

Dramatize stories appropriate to the charts you have displayed.

Write key sentences for pupils to read and write.

New Structure: Let's + action verb.

Teacher: Let's stand up.

Class: Let's stand up. (All pupils and teacher stand up)

Give practice on the following:

Let's read the sentences.

Let's write the sentences.

Let's sing a song.

(Give pupils turns selecting the action)

Review of "going to" Game.

Sandra: What am I going to do?

Manuel: Are you going to jump?

Sandra: No, I'm not. I'm not going to jump. Rosa, what am I going to do?

Rosa: Are you going to sing?

Sandra: No, I'm not going to sing. I'm going to write my name on the board.

Pupils take turns asking others to guess. If pupils seem to lack ideas for actions, cue them with the set of action pictures.

Friday:

Review of "where" clauses.

Pupil 1: At home I have a place where I keep my books. (To next pupil) Do you have a place where you keep your books?

Pupil 2: Yes, I do. I keep my books on a shelf. (To next pupil) Do you have a place where you keep your books?

Pupil 3: I keep my books on our table. (To next pupil) Do you have a place where you keep your books?

"Where you study", "where you eat", etc. may be substituted for "where you study".

Give practice on the above patterns until all pupils have participated.

Sandra stands in front of the class.

Teacher: Sandra, please touch your head. Don't touch your feet.

(To class) What is Sandra going to do?

Class: She's going to touch her head but not her feet.

Teacher: Sandra, what are you going to do?

Sandra: I'm going to touch my head but not my feet.

Teacher: Sandra, hop on one foot but not on both feet.

(To Class) What is Sandra going to do?

Class: She's going to hop on one foot but not on both feet.

Choose pupils to give directions and ask questions.

Write some of the things that were done. Let pupils read them, write them, and illustrate them by making stick figures to show the action.

Lesson Fourteen of Teaching Pre-School English

Monday:

Review: In a question, "any" or "some" may appear.

In a positive response, "some" or "many" is required.

In a negative response, "any" appears.

Pupil 1: Are there any chairs at your house?

Pupil 2: Yes, there are. We have some chairs at our house. (To next pupil) Are there some children in your family?

Pupil 3: Yes, there are. There are many children in my family. (To next pupil) Do you have any swings at your house?

Pupil 4: No, we don't. We don't have any swings at our house. (To next pupil) Do you have any ducks at your house?

Pupil 5: No, we don't. We don't have any ducks at our house. (To next pupil) Do you have any chickens at your house?

Give pupils opportunities to practice the positive and the negative responses. These are patterns they will use often; so it is important to establish correct habits.

Structure: Common noun + "who" clause.

Teacher: I'm the teacher who teaches English.

Class: You're the teacher who teaches English.

Teacher: Who am I?

Class: You're the teacher who teaches English.

Teacher: Who is Mrs. Smith?

Class: She's a teacher who teaches fourth grade.

Display Chart #3.

Give practice on these patterns:

The mailman is the man who rang the doorbell.

The man who rang the doorbell is the mailman.

Sandra is the girl who opened the door.

Who is the girl who is opening the door?

The girl who is opening the door is Sandra.

Use the Instructo Community Helpers to cue practice of these patterns:

A dentist is a man who fixes our teeth.

The crossing guard is the lady who helps us cross the street.

The nurse helps the doctor.

The nurse is the one who helps the doctor.

Communication Situation: Pretend one child is explaining the roles of Community Helpers to a child from a foreign country or from outer space, a child who does not know the functions of a doctor, nurse, dentist, fireman or policeman.

Suggested Patterns:

This is a doctor. He is the one who takes care of us when we're sick.

The dentist is a man who fills our teeth.

The fireman is a man who puts out fires.

Tuesday:

Review: "when" + clause.

Pupil 1: When I was swinging, I hurt my hand. (To next pupil) Did you ever hurt yourself?

Pupil 2: Yes, I did. When I was skating, I hurt my head. (To next pupil) Did you ever hurt yourself?

Pupil 3: Yes, I did. When I was eating, I hurt my tongue. (To next pupil) Did you ever hurt yourself?

Pupil 4: Yes, I did. When I was running, I hurt my ankle. (To next pupil) Did you ever hurt yourself?

Utilize this opportunity to review and expand the pupils' vocabularies in the area of parts of the body.

Display Chart #5.

Common Expression: What's the matter with ....

Teacher: What's the matter with Manuel? I know what's the matter with Manuel. He stepped on a tack.

Class: His foot hurts. He stepped on a tack.

Teacher: What's the matter with Manuel?

Class: He hurt his foot when he stepped on a tack.

Communication Situation:

Dramatize the situation in which Manuel steps on a tack and hurts his foot. Mother puts a bandage on it. Manuel walks around the room, limping.

In turn each pupil asks:

What's the matter?

Manuel: I hurt my foot when I stepped on a tack.

Each class can develop similar situtations calling for the free use of these patterns.

Wednesday:

Review of possessives: Insist on both answers.

Pupil 1: This pencil is mine. (To next pupil) Whose room is this?

Pupil 2: It's ours. This is our room. (To next pupil) Whose shoes are those?

Pupil 3: They're his. They're his shoes. (To next pupil) Whose dress is that?

Pupil 4: It's hers. It's her dress. (To next pupil, pointing to that pupil's shirt) Whose shirt is that?

Pupil 5: It's mine. It's my shirt. (To next pupil) Whose belt is that?

Utilize this opportunity to review vocabulary words pertaining to articles of clothing.

Display Chart #4.

New Vocabulary: through, along.

Suggested Patterns:

The children are pulling Father through the gate.

Walk through the doorway.

She walked through the doorway.

The boys are swinging through the air.

Sandra is walking along the board.

Manuel is pushing the merry-go-round.

Communication Situation: Father is out walking with the children. They insist on going to the playground. Suggested patterns:

See the children playing, Father.

The boys are swinging through the air.

Sandra is walking along the board.

I want to walk along the board.

Which girl is Sandra?

Sandra is the girl who is walking along the board.

Manuel is the boy who is swinging.

Reading and writing: Compose a class account of a visit to the playground. Write it on the chalkboard. When pupils can read it with understanding, allow them to write the key sentences.

Thursday:

Pupil 1: My mother is at home (To next pupil) Where's your mother?

Pupil 2: My mother's at work. (To next pupil) Where's your father?

Pupil 3: My father's at home. (To next pupil) Where's your sister?

Continue until all pupils have had an opportunity to participate.

New Vocabulary: belongs to

Teacher: This book belongs to me. It is my book.

Class: That book belongs to you. It is your book.

Teacher: Does this book belong to me?

Class: Yes, it does. It belongs to you. It's your book.

Teacher: Whose book is this?

Class: It's yours. It belongs to you.

Communication Situation:

Dramatize an episode in which children are quarrelling over a small ball.

Suggested Patterns:

Teacher: Whose ball is it?

Pupils: It belongs to Sandra.

It's Sandra's ball.

No, it isn't. It's mine.

It's hers.

I'm going to take my ball to my room.

When I dropped my ball, she took it. The ball belongs to me.

On the chalkboard, write key sentences for pupils to read and write.

Suggested Sentences:

The ball belongs to me.

It is my ball.

It's mine.

Pupils may be asked to substitute Sandra or Manuel for me and make appropriate changes in the two related sentences.

Friday:

Pupil 1 assumes a pose of sleepiness.

Pupil 1: What's the matter with me?

Pupil 2: You're sleepy. (To next pupil) What's the matter with Sandra?

Pupil 3: She's sleepy. (To next pupil) What's the matter with Sandra?

The cue for the answer may be changed frequently in the drill to sustain interest.

Manuel may looked pained and hold his foot.

Pupil 4: What's the matter with Manuel?

Pupil 5: He hurt his foot. When he stepped on a nail, he hurt his foot.
(To next pupil) What's the matter with him. (Indicates Manuel.)

Continue this practice until all pupils have had an opportunity to participate.

They will suggest situations to pantomime.

Communication Situation: Two girls meet. One is wearing Sandra's coat.

Suggested Patterns:

Your coat is pretty.

It's not mine. It's Sandra's.

Is that the coat Sandra's mother bought her yesterday?

Yes, it is. Her mother bought it yesterday.

Where's your coat?

Mine is at home. I forgot it.

Well, Sandra's coat is pretty. It's a pretty coat.

The above episode may be expanded to accommodate the fluency of the group.

New Structure: Indirect object pronouns ..... Review object pronouns.

Give a pencil to Sandra.

Teacher: I gave a pencil to Sandra.

Class: You gave a pencil to Sandra.

Teacher: Yes, I did. I gave her a pencil.

Class: You gave her a pencil.

Teacher: I gave it to her.

Class: You gave it to her.

Give practice on the following:

Mother bought a dress for Sandra.

Mother bought her a dress.

Mother bought it for her.

Where did Sandra get the dress?

Her Mother bought it for her.

Her Mother bought her the dress.

Communication Situation:

Mother has returned from a shopping expedition. Pupils may dramatize the conversation as they discuss what she has bought.

Whose package is this?

I bought it for Manuel.

I bought it for him.

She gave me the red shirt.

She bought it for me.

She bought the blue shirt for Mario.

She bought it for him.

A similar episode might include opening a large package of gifts from Grandmother.

She sent the toy to Rosa.

She sent it to her.

Each class will be able to develop appropriate situations in which to practice these patterns.

Lesson Fifteen of Teaching Pre-School English

Monday:

Review: Large, larger, largest

Small, smaller, smallest

Display the strip-charts showing geometric figures of three sizes.

Pupil 1: (Indicating figures on one of the charts) These circles are not the same size. This one is large, this one is larger, and this one is largest.

(To next pupil) Are all the squares the same size?

Pupil 2: No, they aren't. They aren't all the same size. (Pointing) This one is large, this one is larger, and this one is the largest.

(To next pupil) Are those pictures all the same size?

Pupil 3: No, they aren't. They aren't all the same size. (Pointing) This one is small, this is smaller, and this one is the smallest.

(To next pupil) Are all those pictures the same size?

Continue this routine until all pupils have had an opportunity to participate.

New Structure: Could, couldn't.

Teacher: I can write now. (Demonstrates the action)

Class: You can write now.

Teacher: Yesterday I could write.

Class: Yesterday you could write.

Teacher: I could write yesterday.

Class: You could write yesterday.

Teacher: Can I write today?

Class: Yes, you can. You can write today.

Teacher: Could I write yesterday?

Class: Yes, you could write yesterday.

Give practice on the following patterns:

Can Sandra read now?

Could Sandra read yesterday?

Manuel can walk.

Manuel could walk yesterday.

Teacher: I can't touch the light. (Raise hand to show that the fixture is too high to be touched.)

Class: You can't touch the light.

Teacher: I couldn't touch the light yesterday..

Class: You couldn't touch the light yesterday.

"When" clause + "can" or "could".

Teacher: When I'm tired, I can sleep.

When I was tired, I could sleep.

Give practice on the following patterns:

When I was five years old I could write my name.

When I was five years old, I couldn't read.

When I was sick, I couldn't eat.

When I am sick, I can drink water.

Communication Situation: Pupils are discussing what they had done the evening before.

Pupil 1 I went to bed early. I couldn't watch television.

Pupil 2: When I finished my work, I could watch television. I watched television last night.

Pupil 1: When I went to bed, I couldn't sleep.

Pupil 2: I worked on arithmetic, but I couldn't get the answers.

Pupils will compose suitable conversations using patterns of this type.

Tuesday:

Pupil 1: When I was a year old, I could walk. (To next pupil) Could you walk when you were a year old?

Pupil 2: No, I couldn't. I couldn't walk when I was a year old. (To next pupil) Could you talk when you were two years old?

Pupil 3: Yes, I could. I could talk when I was two years old. (To next pupil) Could you read when you were six years old?

Continue with this routine until all pupils have had an opportunity to participate.

New Structure: "Should"

Teacher: Sandra brushes her teeth every morning.

Class: She brushes her teeth every morning.

Teacher: Boys and girls should brush their teeth every morning.

Display Picture #1 (PICK UP YOUR TOYS)

Teacher: Sandra picked up her toys.

Class: She picked up her toys.

Teacher: Boys and girls should pick up their toys.

Class: Boys and girls should pick up their toys.

Teacher: What should boys and girls do with their toys?

Class: They should pick up their toys.

Display Picture #2 (ALWAYS SWIM WITH A BUDDY)

Manuel and Luis are swimming together.

The boys are in the water together.

Manuel is Luis's buddy.

Luis is Manuel's buddy.

Manuel and Luis are buddies.

Boys should swim together.

You should swim with a friend.

You should swim with a buddy.

Should you swim with a friend?

Yes, you should. You should swim with a buddy.

Communication Situation:

Manuel wants to go swimming. Mother refuses permission until he gets a friend to go along. Suggested patterns:

I want to go swimming.

I want to go in the water.

You can't go in the water.

Boys should swim together.

Boys should swim with a friend.

Luis, will you swim with me?

Yes, I will. I want to go swimming.

You should always swim with a friend.

Wednesday:

Review of "should"

Pupil 1: Boys and girls should brush their teeth every day. (To next pupil) What should boys and girls do?

Pupil 2: Boys and girls should pick up their toys. (To next pupil) What should boys and girls do?

Pupil 3: Boys and girls should swim with a buddy. (To next pupil) What should boys and girls do?

Pupil 4: Boys and girls should help their mothers. (To next pupil) What should boys and girls do?

Continue these patterns until all pupils have had an opportunity to participate.

New Structure: "Shouldn't".

Display Picture #3 DANGER .. KEEP MATCHES OUT OF BABY'S REACH

Teacher: Manuel is putting the box of matches where Baby can't touch them. Does the baby want to play with the matches?

Class: Yes, she does. The baby wants to play with the matches.

Teacher: The baby wants to play with the matches. She should not play with the matches. She shouldn't play with matches.

Teacher: Should the baby play with matches?

Class: No, she shouldn't. She shouldn't play with matches.

Teacher: Sandra, should you play with matches?

Sandra: No, I shouldn't. I shouldn't play with matches.

Teacher: Should Manuel play with matches?

Class: No, he shouldn't. Manuel shouldn't play with matches.

Teacher: Boys and girls shouldn't play with matches.

Class: Boys and girls shouldn't play with matches.

Teacher: Should children play with matches?

Class: No, they shouldn't. Children shouldn't play with matches.

Communication Situation:

Manuel and Rosa are playing in the kitchen. Manuel finds a mysterious box. They open it. Manuel tells Rosa that there are matches in the box, that they shouldn't play with matches. Suggested patterns:

What are you doing?

We're playing house. I'm the mother.

I'm the father.

My pans are in this cupboard.

See what I found.

It's a box.

What's in the box.

There are matches in the box. This is a box of matches.

Don't touch them. Children shouldn't play with matches.

We shouldn't play with matches.

Thursday:

Review: "shouldn't".

Pupil 1: Children shouldn't play with matches.

Pupil 2: Chidren shouldn't play in the street.

Pupil 3: Children shouldn't hit other children.

Continue in rotation until all pupils have had an opportunity to participate.

Communication Situation: The children want to help Mother.

Suggested patterns:

We want to help you.

How can we help?

Should I dust the table?

Yes, you should. You should dust the table and the chair.

Should I sweep the floor?

Yes, you should.

Should I cook lunch?

Yes, you should. You should cook lunch.

Thank you, boys and girls. You helped me very much.

New Structure: would, wouldn't.

Teacher: Sandra, would you open the window, please?

Sandra: Yes, I would. I'll open the window.

Divide the class into pairs. Let Pupil 1 of each pair say to Pupil 2 of his pair:

Pupil 1: Would you like to stand up?

Pupil 2: Yes, I would. I'd like to stand up.

Pupil 2 to Pupil 1: Would you like to stand up?

Pupil 1: No, I wouldn't. I wouldn't like to stand up.

Pupil 1: Would you like to go home now?

Pupil 2: Yes, I would. I'd like to go home now.

Pupil 2: Would you like to go home now?

Pupil 1: No, I wouldn't. I wouldn't like to go home now.

Display Picture #1.

Patterns to use:

Sandra is carrying the ball.

What is Sandra doing?

When she was a baby, could Sandra carry the ball?

No, she couldn't. When she was a baby, she could not carry a ll.

Would Sandra like to play ball?

Yes, she would. She would like to play ball.

Mother told Sandra to pick up her toys.

Should Sandra pick up her toys?

Yes, she should. Sandra should pick up her toys.

What else is Sandra carrying?

Sandra's carrying her skates.

When Sandra was three years old, could she skate?

No, she couldn't. When she was three years old, she couldn't ate.

When you were six years old, could you skate?

Yes, I could. I could skate when I was six years old.

Should Sandra pick up her skates?

Yes, she should. She should pick up her skates.

Children should pick up their toys.

Communication Situations: Using the above patterns, pupils maylevelop socio-dramas in which they list things they should do.

Friday:

Review: "Would"

Pupil 1: I would like some ice cream. (To next pupil) What wld you like?

Pupil 2: I would like some cake. (To next pupil) What would u like?

Continue this routine until all pupils have had an opportunity participate.

Review: Tell, told.

Teacher: Sandra, please tell us what you could do when you were a year old.

Sandra: When I was a year old, I could say, "da-da."

Teacher: Sandra told us what she could do. What did she tell us?

Class: Sandra told us what she could do when she was a year old.

Give practice with other patterns calling for the use of "told".

Display Picture #2. Suggested patterns:

Manuel and Luis are in the water.

Would you like to swim?

Yes, I would. I'd like to swim.

Manuel and Luis are going to swim.

They are going to swim together.

They should swim together.

Friends should swim together.

When we lived near a pool, I could go swimming.

Write key sentences from the above list on the chalkboard. When pupils can use them fluently, can read them, allow them to write and illustrate the sentences.

Lesson Sixteen of Teaching English as a Second Language

Monday:

Review: "Could"

Pupil 1: I can write now, and I could write last year.

Pupil 2: I can swing now, and I could swing last year.

Pupil 3: I can swim now, and I could swim last year.

Continue this routine until all pupils have had an opportunity to participate.

Communication Situation: Pupils tell what they have tried to do but couldn't.

Suggested Sentences:

I tried to walk on my hands, but I couldn't.

Sandra tried to swim, but she couldn't.

The baby tried to stand up, but he couldn't.

Give pupils practice in choosing between "a" and "an" as a determiner before nound they have learned. Point to pictures used in previous lessons. Be sure to include objects beginning with a vowel.

Suggested Patterns:

Pupil 1: What's that? (Pointing)

Pupil 2: It's a cake.

It's an apple. (Picture is on the back of Chart #3)

It's a rope.

It's an orange.

Pair pupils and let them take turns asking and answering the questions.

New Vocabulary: foot, feet, and inches.

Show pupils a ruler, demonstrating that it is twelve inches in length. Show pupils a yardstick, indicating that it is three feet long. Bring Sandra to the front of the class.

Teacher: How tall is Sandra?

Class: We don't know.

Teacher: Let's find out. I can measure Sandra.

(Measure Sandra).

Teacher: She's four feet tall.

Teacher: How tall is Sandra?

Class: She's four feet tall.

Teacher: How tall are you, Sandra?

Sandra: I'm four feet tall. How tall is Manuel?

Teacher: I don't know how tall Manuel is. Let's find out. I can measure him. (Measure Manuel).

Class: How tall is Manuel?

Teacher: He's four feet three inches tall. Manuel is four feet three inches tall.

Class: He's four feet three inches tall.

Teacher: Who is taller, Sandra or Manuel?

Class: Manuel is taller. He's taller than Sandra.

Teacher: How tall is Jose? Let's see how tall Jose is. (Measure Jose)

Class: How tall is Jose?

Teacher: He's four feet six inches tall.

Class: Jose is four feet six inches tall.

Teacher: (Indicate Sandra, Manuel, and Jose) Who is the tallest?

Class: Jose is the tallest. He's four feet six inches tall. He's the tallest.

Measure many pupils. Give practice in asking and answering questions concerning how tall various students are and who is taller or tallest as you compare pairs or groups of pupils.

Communication Situation: Let pupils take turns being the Bear family of The Three Bears. Suggested patterns:

I'm the father. I'm five feet tall. I'm the tallest.

I'm the mother. I'm four feet three inches tall. I'm a big bear. (or middle-sized).

I'm the baby bear. I'm three feet two inches tall. I'm the shortest bear.

Tuesday:

Since most of the pupils were measured yesterday, they may tell how tall they are.

Pupil 1: I'm five feet tall. (To next pupil) How tall are you?

Pupil 2: I'm four feet seven inches tall. (To next pupil) How tall are you?

Pupil 3: I don't know how tall I am. (To next pupil) How tall are you?

Continue until pupils have had an opportunity to participate.

Teacher: Sandra was born on February third. Her birthday is February third.

Class: Sandra's birthday is February third.

Teacher: When is Sandra's birthday?

Class: Sandra's birthday is February third.

Teacher: When was Sandra born?

Class: She was born on February third.

Sandra: My birthday is February third. I was born on February third.

Teacher: Sandra was born in Calexico.

Class: Sandra was born in Calexico.

Teacher: Where was Sandra born?

Class: She was born in Calexico.

Teacher: That's right. She was born in Calexico on February third.

Give practice on the above patterns by asking other pupils to supply the information.

Communication Situation: One pupil may be the clerk in the school office. As the mother or father brings a pupil to be enrolled, the clerk asks necessary questions:

What is his first name?

His name is Manuel.

What's his last name?

His last name's Castro.

Where does he live?

Where did he go to school last year?

Where was he born?

How old is he?

When is his birthday?

Pupils may divide into groups and play these roles as they ask and answer appropriate questions.

When pupils can communicate freely in this area, write a few questions from those listed above on the chalkboard. Let pupils read them and write and answer the questions.

Wednesday:

Pupil 1: My birthday is March fifth. (To next pupil) When is your birthday?

Pupil 2: I don't know when my birthday is. (To next pupil) When is your birthday?

Pupil 3: My birthday is November twenty-fifth. (To next pupil) When is your birthday?

Structure: would like to .....

Teacher: I would like to talk to Sandra. Sandra, please come here.

Class: Mrs. Jones would like to talk to Sandra.

Sandra: Do you want to talk to me?

Teacher: Yes, I do. I would like to talk to you, Sandra.

Sandra: I'd like to talk to Manuel, please.

Manuel: All right. I'll come to your desk. We can talk there.

Class: Sandra would like to talk to Manuel. They can talk at her desk.

Manuel: I'd like to talk to Rosa, please.

Rosa: All right. I'll come to your desk. We can talk there.

Class: Manuel would like to talk to Rosa. They can talk at her desk.

Continue practice on these sentences until all pupils have had an opportunity to participate.

Communication Situation: It is Sandra's birthday. Mother is going to let her do something she would like to do. Give practice on the conversation appropriate to making the decision. Suggested patterns:

Today is March third. It's my birthday.

How old are you?

What would you like to do today?

I'd like to go shopping.

What would you like to buy?

I'd like to buy ......

No, you can't have .....

Would you like to eat lunch in town?

Yes, I would. I would like to eat lunch in town.

What would you like for lunch?

I'd like ... and ...

Encourage pupils to speak in a conversational voice and to incorporate their own ideas into this role playing. They may expand the situation to include several children. Suggested additional patterns.

When is your birthday?

When it is your birthday, what would you like to do?

Thursday:

Pupil: I'd like a cake for my birthday. (To next pupil) What would you like for your birthday?

Pupil 2: I'd like a doll for my birthday. (To next pupil) What would you like for your birthday?

Continue until all pupils have had an opportunity to participate. Vary the situation by giving the class an opportunity to tell what they would like to do when it is their birthday.

Pupil 1: When it is my birthday, I'd like to go to the show. (To next pupil) What would you like to do when it is your birthday?

Pupil 2: I'd like to go swimming. (To next pupil) What would you like to do when it's your birthday?

Structure: Use of "there", "oldest", and "youngest".

Teacher: There are four in my family. Sandra, how many are there in your family?

Sandra: There are five in my family.

Teacher: How many are there in Sandra's family?

Class: There are five in Sandra's family.

Teacher: Sandra is the oldest in her family. Sandra, who is the oldest in your family?

Sandra: I am. I'm the oldest in my family.

Teacher: Who is the oldest in Sandra's family?

Class: Sandra is. Sandra's the oldest in her family.

Teacher: Is Sandra the oldest in her family?

Class: Yes, she is. She's the oldest in her family.

Communication Situation: Sandra moves to a new school. She meets three or four new friends. They get acquainted by discussing their families.

Sandra: Last year I lived in Calexico. Where did you live last year?

Pupil 1: When you lived in Calexico, what school did you go to?

Sandra: I went to Jefferson School. My sister went to De Anza.

Pupil 2: How many are there in your family?

Sandra: There are three children in my family.

Pupil 1: Do you have any sisters?

Sandra: Yes, I do. I have one sister and one brother.

Pupil 2: Who is the oldest?

Sandra: I'm the oldest.

Pupil 1: Who's the youngest?

Sandra: My brother is the youngest. Manuel is the youngest.

In a similar way, pupils may pair off and ask each other questions about family members.

Friday:

Pupil 1: I'm the oldest in my family. (To the next pupil) Who is the oldest in your family?

Pupil 2: My sister is the oldest in my family. (To next pupil) Who is the oldest in your family?

Pupil 3: Manuel is the oldest in my family. (To next pupil) Who is the oldest in your family?

"Who is the youngest" may be substituted for "Who is the oldest".

Give all pupils an opportunity to participate in this drill.

Display Picture #4, which shows two children running.

Teacher: The children are running. They are looking up. When you are running, you should look up.

Class: When you are running, you should look up.

Teacher: What should you do when you are running?

Class: You should look up.

Teacher: When you are running, should you look at your feet?

Class: No, you shouldn't. When you're running, you should look up.

Display Picture #5.

Teacher: Manuel is going to go into the street, he should look both ways. What is Manuel going to do?

Class: He's going to go into the street.

Teacher: What should Manuel do?

Class: He should look both ways.

Communication Situation: Give pupils experiences in role playing. They are playing ball. It rolls into the street. Pupil 1 instructs Pupil 2 to get the ball. Suggested patterns:

I hit the ball. See it go.

It is going into the street.

Run. Run and get the ball.

He didn't look up when he ran.

He should look up when he runs.

He didn't look both ways when he went into the street.

He should look both ways when he goes into the street.

(To the pupils who went into the street) You should look up when you run.

You should look both ways when you go into the street.

Develop other situations for the use of "should do" and "shouldn't do" patterns. Pictures #1, 2, and 3 will suggest ideas.

Lesson Seventeen of Teaching English as a Second Language.

As pupils improve in fluency, it seems desirable to give them increased opportunities to use the patterns they have mastered in communication situations. Each teacher will have to determine when the pupils in that group are ready to engage in longer dialogues. Pairing pupils allows for more practice for each member of the class.

From now on until the close of the year, let's try to include vocabulary items which will help the pupils to sound like native speakers. In this catagory are words which indicate frequency, such as "usually", "sometimes", etc. Adverbs of manner also contribute to naturalness of expression. Pupils will need much practice in using "ask" instead of "tell" if they are to approximate the speech of native speakers.

Monday:

Review: "when clause"

Pupil 1: When I was walking to school yesterday, I saw Lupe and her brother. (To next pupil) What did you see?

Pupil 2: When I was riding to the store yesterday, I saw an accident. (To next pupil) What did you see?

Pupil 3: When I was at the Fair, I saw a clown. (To next pupil) What did you see?

Continue until all pupils have had an opportunity to participate.

Structure: "Why" questions. "Because" answers.

Display Chart #3. (It shows the mailman walking away from the front door)

Suggested Patterns:

Why did Sandra come to the door?

She came to the door because the mailman rang the doorbell.

Manuel, why did Sandra come to the door?

Because the mailman rang the doorbell.

Display Chart #2 (The four scenes concerning the spilled potato chips)

Using previously learned patterns, pupils may describe the action in free communication situations. Ask questions requiring the pupils to answer with "because" replies. Suggested patterns:

Why did Sandra leave the room?

Because she wanted to get a brush.

Why did she want a brush?

She wanted a brush to clean the floor.

Why is Sandra's dog happy?

Because he ate the potato chips.

Display Chart #4.

Encourage pupils to use previously learned patterns in reviewing the actions depicted by the pictures. Give practice in asking and answering questions.

Suggested patterns:

Why did the children pull Father through the gate?

Because they wanted to go to the playground.

Because he didn't want to go to the playground.

Because they wanted to play.

Reading and Writing: Together compose a dialogue for the conversation between Father and one of the children in Chart #4.

I want to play on the swings.

No, you can't.

Why can't I swing?

Because I don't want to go to the playground.

When the pupils can read it fluently, give them practice in writing it.

Tuesday:

Review: should, shouldn't.

Pupil 1: You should look where you are going. (To next pupil) What else should you do?

Pupil 2: You should swim with a friend when you go in the water. (To next pupil) What else should you do?

Pupil 3: You should come to school every day. (To next pupil) What else should you do.

Pupil 4: You should eat breakfast every morning. (To next pupil) What else should you do?

Continue until all pupils have had an opportunity to participate.

Vocabulary: ask, tell, answer

Teacher: I'm going to ask a question. Sandra, how old are you?

Sandra: I'm seven years old.

Teacher: Sandra can tell me how old she is. Sandra, please tell me how old you are.

Sandra: I'm seven years old.

Teacher: Can Sandra tell how old she is?

Class: Yes, she can. She can tell how old she is.

Teacher: Did I ask Sandra a question?

Class: Yes, you did. You asked a question.

Have Sandra and Manuel stand in front of the room.

Teacher: Sandra, ask Manuel how old he is.

Sandra: How old are you, Manuel?

Teacher: Manuel, tell Sandra how old you are.

Teacher: Manuel told Sandra how old he is. He answered her question.

Pair the pupils to give practice is using "ask" and "tell" correctly.

Pupil 1: Did Sandra ask a question?

Pupil 2: Yes, she did. Sandra asked a question.

Pupil 1: Who answered the question?

Pupil 2: Manuel answered the question.

Teacher: Sandra, would you like a piece of cake?

Sandra: Yes I would. I would like a piece of cake.

Teacher: I asked Sandra if she would like a piece of cake.

Class: You asked Sandra if she would like a piece of cake.

Teacher: Sandra told me that she would like a piece of cake.

Pair pupils to give practice on such patterns as:

The teacher asked Sandra if she would like a piece of cake.

Sandra told the teacher that she would like a piece of cake.

I asked my mother if I could go to the store.

My mother told me that I could go to the store.

Did your Mother answer the question?

Yes, she did. She answered the question.

Did you ask your mother if you could go?

She told me that I could go.

Display Picture #2.

Communication Situation: Manuel and Luis meet and decide that they want to go swimming. Suggested patterns:

I want to go swimming.

So do I. I would like to go swimming this afternoon.

Let's ask our mothers if we can go swimming.

I'm going to ask my father if I can go swimming.

(Pupils pretend to go home and return)

I asked my father if I can go swimming. He told me I can.

I asked my mother if I can go swimming. She told me I can.

(The natural word to use in the above is not "may")

Wednesday:

Review: shouldn't.

Pupil 1: You shouldn't run into the street. (To next pupil) What else shouldn't you do?

Pupil 2: You shouldn't hit your friends. (To next pupil) What else shouldn't you do.

Continue until all pupils have had an opportunity to participate. If any pupil cannot readily think of a sentence, supply one and let him repeat it.

New Structures: Inclusion of frequency words in sentences. Always, never often, usually.

Display Picture #2.

Suggested Patterns:

Always swim with a friend.

Do you always swim with a friend?

No, I don't always swim with a friend.

Do you usually swim with a friend? (Explain that "usually" means most of the time).

Yes, I do usually swim with a friend.

Communication Situation: Role playing: have pupils discuss going swimming and whether or not they usually or always swim with a friend.

Vocabulary: Often

Teacher: Last week I went to town, yesterday I went to town, too. I often go to town.

Sandra: I went to town yesterday and Monday. I go to town often.

Teacher: Manuel, do you go to town often?

Manuel: Yes, I do. I often go to town. I went Monday and Tuesday. I often go to town.

Teacher: Rosa, do you go to town often?

Rosa: No, I don't. I don't go to town very often.

Give practice on "not very often."

Suggested patterns:

We don't have ice cream very often.

We don't go to the movies very often.

I'm not absent very often.

He's not late for school very often.

Vocabulary: Never.

Teacher: Maria can't swim. She never goes swimming.

Sandra: Maria never goes swimming.

Teacher: Ramon is three years old. He never reads.

Class: He never reads.

Display Picture #3.

Teacher: Sandra, do you play with matches?

Sandra: No, I don't. I never play with matches.

Give practice on the following patterns:

I'm never late for school.

I never play with matches.

He never reads.

He never plays with dolls.

Review: Go over the previous lessons on "should".

Substitute "should never" for "should not" where appropriate.

Communication Situations: Display Picture #5. Pupils may dramatize stories they make up about Manuel, indicating whether or not he ran into the street to get his ball. Some may decide he did. Others will think of patterns that show he did not. All will conclude with "You should never run into the street when a car is coming."

Reading and Writing: Write the key sentences. When pupils can read them easily, let them write them.

Thursday:

Pupil 1: My mother told me that I can eat at school today. (To next pupil) Did you ask your mother if you can eat at school today?

Pupil 2: Yes, I did. She told me to eat at home today. (To next pupil) Did you ask your mother if you can eat at school today?

Pupil 3: Yes, I did. My mother told me I can eat at school today. (To next pupil) Did you ask your mother if you can eat at school today?

Display Picture #6. Teach new vocabulary appropriate to the picture.

Suggested patterns:

It's a bottle.

These are bottles.

They're bottles.

What's in the bottles?

I don't know what's in the bottles.

There is poison in the bottles.

Never touch bottles of poison.

Manuel never touches bottles of poison.

Display Picture # 8.

The vocabulary associated with Picture #6, to a large measure, applies to Picture #8.

Communication Situation: In role playing, pupils will be Sandra and Manuel, the boy and girl in Picture #8. Develop an appropriate conversation between them as they discuss whether or not to taste the leaves of this new plant. They conclude, "You should never touch poison plants."

Friday:

Pupil 1: My mother told me I couldn't watch television last night. (To next pupil) Did you ask your mother if you could watch television last night?

Pupil 2: Yes, I did. She told me I could watch televison last night. (To next pupil) Did you ask your mother if you could watch television last night?

Pupil 3: No, I didn't. I didn't ask my mother if I could watch television last night. (To next pupil) Did you ask your mother if you could watch television last night?

The teacher will help pupils establish patterns that use "told me that I can" for permission to act in the future or present, and "told me that I could" for actions which took place in the past. Much practice and review will be needed to make the proper choices automatic.

Display Picture #7.

Communication Situation: Dramatize the following:

Luis: I have a little car. I want to play with it.

Sandra: Let's go to the playground.

Luis: No, I want to push my car. Cars go in the street. I want to push my car in the street.

Sandra: Don't play in the street. Children should never play in the street.

Luis: All right. I'll never play in the street. Let's go to the playground.

Review: why and because. A Game.

Teacher: Sandra, ask a question about Picture #7.

Sandra: Why didn't Sandra want to play in the street?

Manuel: Because she didn't want a car to hit them.

Manuel: Rosa, ask a question about Picture #8.

Rosa: I can't ask a question about Picture #8.

Manuel: Stand beside your desk, Rosa. Ramon, ask a question about Picture #2.

Ramon: Why is Manuel swimming with his friend? Tell me, Maria.

Maria: Because you should always swim with a friend.

Let the pupil who answers a question correctly select a chart or picture for another pupil to ask a question about. When a pupil seems at a loss for a question, help him form one. If a pupil cannot answer a question, he is to use the pattern, I can't answer the question, and he is to remain standing until the question is answered by another. Then he may resume his seat.

If time permits, review time frequency vocabulary. Suggestions:

Are you often late for school, Manuel?

No, I'm not late very often.

Are you late for school often, Sandra?

No, I'm not. I'm never late for school.

Are you always on time for school, Maria?

Yes, I'm always on time.

Are you always happy?

Are you usually happy?

Do you usually work?

Lesson Eighteen of Teaching English As A Second Language

Monday:

Pupil 1:	I usually eat lunch at school. (To next pupil) Where do you eat lunch?
Pupil 2:	I usually eat lunch at home. (To next pupil) Where do you eat lunch?

Structure: "at" + definite address.

Teacher:	Sandra lives at 266 First Street.
Sandra:	I live at 266 First Street.
Teacher:	Where does Sandra live?
Class:	She lives at 266 First Street.
Teacher:	Yes, she lives at 266 First Street. That's her address.
Teacher:	Manuel, what is Sandra's address?
Manuel:	Her address is 266 First Street.

Give practice on:

I live at 154 Second Street.

My address is 465 Fourth Street.

Vocabulary: "there" denoting a place not presently visible to speaker.

Teacher:	Sandra lives at 266 First Street. Her sister lives there, too.
Class:	Her sister lives there, too.
Teacher:	Manuel, where do you live?
Manuel:	I live at 447 Encanto Drive. My parents live there, too.

Vocabulary: "on" + street name, when specific address is omitted.

Suggested patterns:

I live on Sixth Street.

My parents live there, too.

Where is the bus depot?

It's on First Street. The railroad station is there, too.

Vocabulary: "in" + name of city, state, or country.

Suggested patterns:

Sandra lives in Calexico.

She lived in Mexico last year.

Her mother lived there, too.

When I was young, I lived in San Diego.

Vocabulary: "used to"

Teacher: Sandra was born in Mexico. She used to live in Mexico.

Class: Sandra used to live in Mexico.

Teacher: I lived in San Diego for twenty years. I used to live in San Diego.

Class: You used to live in San Diego.

Give pupils practice on the pattern:

Manuel was born in San Luis. He used to live there.

Rosa used to live on Clarke Street.

Sandra used to live at 687 Beach Street. Her uncle used to live there, too.

Communication Situation: Pupils may act out things they used to do, such as crying, hitting, etc. The pupil who is playing the role of mother says, "You used to do that when you were a baby, but you're a big boy now."

Tuesday:

Pupil 1: I don't go to the show very often. (To next pupil) Do you go to the show often?

Pupil 2: Yes, I do. I often go to the show. (To next pupil) Do you go to the show very often?

New Structure: Past Perfect Tense.

Teacher pretends to read a page of a book. Looks up.

Teacher: I have read this page.

Class: You have read the page.

Teacher: What have I done?

Class: You have read the page.

Teacher: (To class) Have you read this book?

Class: No, we haven't. We haven't read the book.

Note to teachers: Help pupils form the impression that the past perfect tense is used when the action was completed at an unspecified time during the past.

Teacher: I have never skated on ice.

Class: You have never skated on ice.

Suggested patterns:

I haven't had lunch yet.

Have you had lunch?

No, we haven't had lunch yet.

I have learned the words to "America."

Have your learned the words to "The Star Spangled Banner?"

Communication Situations: Pupils dramatize the situation in which they find themselves when they transfer to a new school. One pupil becomes the new teacher. She is trying to find out where the pupil stands academically. Such patterns as the following may be used:

Have you learned to write your name?

Yes, I have. I have learned to write my name.

Have you read this book?

No, I haven't. I have read only half of it.

Have you lived in Calexico very long?

No, we have lived here only a week.

Wednesday:

Review Opening Pattern: When the bell rings, I'm going to go to Room 501. (To next pupil) Where are you going to go when the bell rings?

Pupil 2: I'm going to go to Room 604. (To next pupil) Where are you going to go when the bell rings?

Continue until each pupil has had an opportunity to participate.

Past Perfect:

Give practice on the following patterns:

Have you read the story of "The Three Little Pigs"?

Have you ever played Musical Chairs?

Have you lived here very long?

Have you learned the words to The Pledge of Allegiance?

New Vocabulary: Irregular Past Perfect.

Suggested Patterns:

I am writing on the blackboard.

Yesterday I wrote on the board.

I have written on this blackboard for several years.

Have you written a letter to your grandmother this week?

Sandra has written many letters to her cousin in Mexico.

Give practice on: write, am writing, wrote, and have written.

Communication Situations: By role playing, pupils carry on a family conversation discussing when they have written letters to their relatives who live in other areas. They discuss how long the grandparents have lived in another city.

Thursday:

Review Opening Pattern:

Pupil 1: I ate breakfast at seven this morning. (To next pupil) When did you eat breakfast?

Pupil 2: I ate breakfast at eight this morning. (To next pupil) When did you eat breakfast?

Continue until all pupils have had an opportunity to participate.

New Vocabulary: have eaten

Suggested patterns:

I like cooked spinach.

I often eat spinach for lunch.

I ate spinach for dinner last night

I have eaten spinach for breakfast.

Have you ever eaten spinach for breakfast?

I have eaten beans for breakfast.

Communication Situations: (Role Playing)
At a party, children are discussing what they like to eat. They tell each other about the unusual foods they have eaten for breakfast.

Reading and Writing: On the chalkboard, write the following. When pupils can read it fluently, they may write it.

Sandra has eaten spinach for breakfast.

Manuel has eaten pie for breakfast.

Rosa has eaten cake for breakfast.

I usually eat eggs for breakfast.

New Vocabulary: have slept

Use the picture card from Envelope D which shows two pictures of cribs.

Suggested patterns:

This is a bed for little boys and girls.

It's a crib.

Sandra used to sleep in a crib.

When Sandra was a little girl, she slept in a crib.

Sandra has slept in a crib.

Have you ever slept in a crib?

When I was sick, I slept all day.

I have slept all day.

Give practice on the above patterns, being sure that "sleep" is not substituted for "slept."

Friday:

Opening Pattern:

Pupil 1: All year I have slept in a big bed. (To next pupil) How long have you slept in a big bed?

Pupil 2: I have slept in a big bed for two years. (To next pupil) How long have you slept in a big bed.

One at a time, display the pictures from Envelope G. Ask appropriate questions about each picture.

Example: (As you hold up the picture of the rake, ask:) Have you ever raked the grass?

Yes, I have. I have raked the grass.

(Picture of the girl with a sand bucket) Have you ever dug in the sand?

Yes, I have. I have dug in the sand.

(Picture of the fish hook) Have you ever gone fishing?

(Picture of Father in a big hat) Has your father ever worn a big hat?

Give practice on other sentences, using "wear" and "worn" and "have worn."

Pupils may take turns asking questions about the pictures as they are displayed.

Lesson Nineteen of Teaching English As A Second Language

The goal of instruction in English classes is that the pupils be able to communicate freely, that they be able to make automatic use of the patterns they have been practicing. Much repetition is required to attain this end; hence, a major problem is to provide the repetition without boredom. It is hoped that the telephone being supplied to each classroom this week will be helpful in motivating pupils to freely express themselves in English.

Set the purpose of the conversations and make provision for much group practice, as well as individual responses. One half of the class may represent one participant in a group devised dialogue and the other half may respond for the other party to the conversation.

Many opportunities for use of previously taught pattern sentences are provided during the preparation of the script for use in the telephone conversations. It probably will facilitate development of a suitable dialogue if the teacher will write the selected patterns on the board after each discussion of what is to be said next. Allow time for discussion of the suitability of suggested lines before selecting the one to be included in the dialogue.

Monday:

Opening Pattern:	I was born in Mexico. I used to live there. (To next pupil) Where were you born.
Pupil 2:	I was born in Calexico. I've always lived there. (To next pupil) Where were you born?
Pupil 3:	I was born in Arizona. I used to live there. (To next pupil) Where were you born?

Develop a cooperative dialogue for a telephone conversation between two friends as they discuss the arrival of a newcomer to the neighborhood and to their school. The complexity of the sentences used will reflect the age level of the class.

Suggested Patterns:

Hello. This is Sandra. I would like to talk to Rosa, please.
Is Rosa at home?

Yes, she is. I'll call her.

Rosa, we are going to have a new girl in our class.

Where does she live?

She lives on Second Street.

Where did she come from?

She came from Mexico. She was born there.

The teacher will write the selected lines on the chalkboard. Group practice will be followed by individual role playing. Pupils who can profitably do so may read and write the dialogue which the class has developed. The length and complexity will be determined by the ability and interest of the class.

Tuesday:

Pupil 1: When I was a little boy, I used to sleep all afternoon. (To next pupil) What did you do when you were little?

Pupil 2: When I was a little girl, I used to play in the sand. (To next pupil) What did you do when you were little?

Develop a lesson on HOW TO USE THE TELEPHONE. This will provide opportunities to review the ordinal numerals and the command forms of verbs.

Suggested patterns:

Maria came from Mexico. She was born there.

Maria, can you use a telephone?

No, I can't. When I lived in Mexico, we didn't have a telephone.

Teacher: When Maria lived in Mexico, did she have a telephone?

Class: No, she didn't. She didn't have a telephone.

Sandra: Let's show Maria how to dial a telephone number.

Pupils will volunteer what to do first, second and next.

Allow pupils to work in pairs as they practice using appropriate patterns.

Wednesday:

Pupil 1: I have been here every day this year. (To next pupil) Have you been at school every day?

Pupil 2: Yes, I have. I have been here every morning. (To next pupil) Have you done your work every day?

Pupil 3: Yes I have. I have done my work every day.

The class will cooperatively write a dialogue between Sandra and Manuel enumerating places they have been.

Suggested patterns:

Have you ever been to Mexico?

Yes, I have. We went there a year ago..

Luis has been to Mexico, too. He has lived there.

I have been in Los Angeles, but I have never lived there.

Write some of the sentences on the chalkboard. Pair pupils to practice them. While part of the class uses the telephone for further practice and improved fluency, the rest of the pupils may write the sentences.

Thursday:

Pupil 1: I'm wearing a red dress to school today. (To next pupil) Have you ever worn a red dress to school?

Pupil 2: No, I haven't ever worn a red dress, but I have worn a red shirt. (To next pupil) Have you ever worn a red shirt to school?

Pupil 3: Yes, I have. I've often worn a red shirt to school. (To next pupil) Have you ever worn a red shirt to school?

Continue until all pupils have had an opportunity to participate.

Develop a conversation between two friends as they discuss what they are going to wear to a party. The class may decide to write two dialogues, one for boys and one for girls.

Suggested patterns:

Sandra: I'm going to wear a green dress.

Rosa: I have never had a green dress. I usually wear red.

Sandra: I wear green often. I have not worn red very often.

Friday:

Pupil 1: I have worn this dress before. (To next pupil) Have you ever worn that shirt to school?

Pupil 2: Yes, I have. I have worn this shirt before. (To next pupil) Have you ever worn that dress to school?

Continue until all pupils have had an opportunity to participate.

Give practice on the telephone conversations developed by the class earlier in the week. Pupils may be grouped to give maximum practice in speaking.

Lesson Twenty of Teaching English As A Second Language

Monday:

Pupil 1: Where did you go last night?

Pupil 2: I went to the show. (To next pupil) Where did you go last night?

Pupil 3: I didn't go anywhere. I stayed home. (To next pupil) Where did you go last night?

Continue until all pupils have had an opportunity to participate.

Structure: Interrogative form "How was ...?"

Teacher: Did you play ball yesterday, Manuel?

Manuel: Yes I did. I played ball.

Teacher: How was the game?

Manuel: It was a good game. (The teacher will help with this response until pupils can respond on their own)

Suggested patterns, in accordance with age level of pupils:

It was an interesting game.

It was not very exciting.

If the natural answer seems to be a short answer, give pupils practice as follows:

Pupil 1: Did you play ball yesterday?

Pupil 2: Yes, I did.

Pupil 1: How was the game?

Pupil 2: Not very good.
Exciting.

Give practice on the following:

Did you have a spelling test today?

Yes, I did.

How was the test?

It was easy. (hard, difficult, or not very hard)

Did you go to the show last night?

Yes, I did.

How was the show?

It was good. (interesting)

Pupil 1: Did you visit your aunt Saturday?

Pupil 2: Yes, we did.

Pupil 1: How was she?

Pupil 2: She was just fine. (She had a cold.) (She was busy.)

Give much practice on the "How was ..?" sentences. They provide opportunities for vocabulary enrichment appropriate to the maturity of the pupils.

Communication Situation: Develop a dialog for the situation of two friends discussing the show one saw the preceeding evening. Keep the sentences and the length of the dialog short. Write it for the class to read and copy.

Tuesday:

Pupil 1: My breakfast was cold. (To next pupil) How was your breakfast?

Pupil 2: It was good. (To next pupil) How was your breakfast?

Pupil 3: It was good and hot. (To next pupil) How was your breakfast?

Continue until all pupils have had an opportunity to participate.

Vocabulary: sharp, dangerous

Show pupils a pair of scissors with a sharp point. Show them the sharp edge of a pair of scissors and a knife. Discuss the sharp point of a pencil.

Display Picture #9.

Suggested patterns to help pupils combine two sentences into one:

This is a cutter.

It is sharp.

It's a sharp cutter.

The boy has the sharp cutter.

This is a pair of scissors.

They are sharp.

They are sharp scissors.

Don't play with sharp scissors.

Don't play with sharp cutters.

Lead pupils to combine statements about the sharp pencil in the same set of patterns.

Teacher: This is a sharp pair of scissors. Sharp scissors are dangerous.

Class: Sharp scissors are dangerous.

Give practice on other patterns which tell of sharp articles which are dangerous.

Communication Situation: Help pupils write a short dialog to go with Picture #9. Write the short statements and then combine them into one more informative sentence.

Wednesday:

Pupil 1: I'm a girl. I'm seven years old. I'm a seven year old girl. (To next pupil) What are you?

Pupil 2: I'm a boy. I'm eight years old. I'm an eight year old boy. (To next pupil) What are you?

Continue until all pupils have had an opportunity to participate.

Structure: "who" clauses.

Teacher: I'm the teacher. I teach this class. I'm the teacher who teaches this class.

Class: You're the teacher who teaches this class.

Ask Manuel to pick up a book.

Teacher: Manuel is the boy who picked up the book.
Who is the boy who picked up the book?

Class: Manuel. Manuel is the boy who picked up the book.

Pupils need more practice with this pattern. Use previously taught vocabulary to help pupils master the "who" clause. It will take much practice to acquire mastery.

Game: "It" leaves the room.
Manuel turns "It's" chair backward. Then he resumes his seat and "It" returns to the classroom.

"It": Is Sandra the one who did it?

Class: No, she isn't. Sandra is not the one who did it.

"It": Is Manuel the one who did it?

Class: Yes, he is. Manuel is the one who did it.

Manuel becomes "It." After he leaves the room, the former "It" selects a pupil to turn Manuel"s chair backward. The game is repeated.

Thursday:

Pupil 1: I'm a girl. I'm wearing a blue dress. I'm the girl who is wearing a blue dress. (To next pupil) Which boy are you?

Pupil 2: I'm a boy. I'm wearing brown pants. I'm the boy who is wearing brown pants.

Continue until all pupils have had an opportunity to participate.

Display Chart #9. As a group activity, name the people im the picture.

Suggested patterns:

Sally is the girl who is near the TV set.

The girl who is helping Mother is Sandra.

The boy who is sitting near Father is Manuel.

Review: why, because

Suggested patterns:

Why does Sally have her hands over her ears?

Because she doesn't like the noise.

Why is the dog barking?

Because he sees another dog.

Why is Father smiling?

Because his dog is funny.

Communication:

Put Chart #9 out of sight.

Teacher: What happened at Sandra's house last night? (This will give practice in the use of past tense and also help with free communication.) As the pupils recall the events shown in the picture, help them use the taught patterns and vocabulary. Select the most appropriate sentences to put on the board to be read and written by pupils ready for these activities.

Friday:

Pupil 1: Last night I was sleepy. (To next pupil) How were you?

Pupil 2: I was busy last night. (To next pupil) How were you?

Pupil 3: Last night I was happy. (To next pupil) How were you?

Pupil 4: Last night I was tired. (To next pupil) How were you?

Pupil 5: Last night I was lazy. (To next pupil) How were you?

Encourage pupils to give realistic answers. Help those who hesitate. Do not let them feel that they must give original answers. Good practice is provided when answers are repeated often.

Structure: "when" clause + like + verb infinitive.

Teacher: When I'm tired, I like to sleep.

Class: When you're tired, you like to sleep.

Teacher: When I'm tired, what do I like to do?

Class: When you're tired, you like to sleep.

Teacher: When Sandra's tired, she likes to watch television.

Sandra: When I'm tired, I like to watch television.

Teacher: When Manuel's tired, he likes to read.

Manuel: When I'm tired, I like to read.

Give practice on the above structures.

Suggested sentences:

When I'm hungry, I like to eat.

When I'm thirsty, I like to get a drink of water.

Review the dialogs developed during the week.

Lesson Twenty-One of Teaching English As A Second Language

Probably the most basic patterns for pupils to master are those containing a form of the verb "be" in the statement. There are three important variations, depending on whether the verb is linked to a noun, an adjective, or an adverb.

Monday:

In rotation, let each pupil say:

Yesterday was Sunday. Today is Monday, and tomorrow will be Tuesday.

Give practice as follows:

Pupil 1: Today is Monday. (To next pupil) What day was yesterday?

Pupil 2: Yesterday was Sunday. (To next pupil) What day will tomorrow be?

Pupil 3: Tomorrow will be Tuesday. (To next pupil) What day is today?

Continue until all pupils have had an opportunity to participate.

Display Chart #10

Check the pupils to determine which ones, if any, do not have automatic control over patterns linking two nouns. In accordance with the expectations for pupils in their native language, give practice on increasingly complex forms of the same pattern.

Suggested progression of development of pattern:

She is Maria

She is a little girl.

The little girl is Maria.

The little girl who is running is Maria.

Who is Maria?

Which girl is Maria?

Maria is the girl who is running.

Give practice in using descriptive words; examples:

This is a cat.

It is a little cat.

It is a little orange cat.

Spot is the little orange cat that is playing in the water.

Direct pupils attention to the second picture on Chart #10.

In rotation, pupils may ask and answer questions that they practiced when considering the first picture. Since Maria is not running in this picture, the past tense must be used:

(Indicate the second picture) Which girl is the one who was running?
Here is the girl who was running.

Continue with similar practice to re-enforce increasingly involved sentences with "be" linking two nouns. If appropriate for the level, qualify the nouns.

Give practice on the use of adjectives linked to the noun by forms of "be".

Maria is little.

Maria is young.

Maria is blonde.

Maria is small and blonde.

Give practice on statements linking a noun and adverb or adverbial phrase. Refer to the locations of the children in the pictures. (Chart #10)

Here is Maria.

Sandra is there.

Sandra is over the water.

Maria is near the water.

The cat is on the edge of the pool.

Communication Situation: Let pupils tell the story illustrated by the four pictures on Chart #10. Have them use vocabularies and structures they have practiced. Encourage them to select natural expressions which are of complexity appropriate for their ages.

Tuesday:

Opening pattern:

Pupil 1: A girl who is always on time is Maria. (To next pupil) Who is a boy who is always on time?

Pupil 2: Juan is a boy who is always on time. (To next pupil) Who is a girl who is always on time?

If the pupils are too immature for the above patterns to be appropriate in their native tongue, simplify them in English.

Display Chart #11.

An important pattern is a statement, the basic components of which are a noun and a verb. Examples:

Sandra is playing.

Sandra is playing in the water.

Sandra is playing with the fish.

The variation of the above structure is a sentence which requires another noun. This structure is a noun, a verb, a noun. Examples:

Sandra is throwing water.

Sandra is throwing water at Maria.

Sandra is reading a book.

Manuel is reading a book to Sandra.

Discuss the actions in each of the six pairs of pictures on Chart #11. Help pupils formuate and practice statements of the form discussed in this lesson.

Suggested statements:

Maria is sitting in the pool.

What is Sandra doing?

Sandra is throwing water at Maria.

Maria is throwing water at Sandra.

Remove the Chart from sight.

What did Sandra do?

Why did Maria throw water at Sandra?

Maria threw water at Sandra because Sandra threw water at Maria.

In a similar way, help pupils use previously taught vocabulary to discuss the actions in the pairs of pictures.

Wednesday:

Display Chart #11.

Pupil 1: Sandra is wearing a yellow dress. (To next pupil) What is Maria wearing?

Pupil 2: Maria is wearing a red and white sunsit. (To next pupil) What is Manuel wearing?

Pupil 3: Manuel is wearing a green shirt. (To next pupil) What is Maria wearing?

Continue until all pupils have had an opportunity to participate.

Have the children look carefully at the clothes the children have on in the first row of pictures. Put the chart out of sight.

Pupil 1: What did Sandra wear when she threw water on Maria?

Pupil 2: She wore a yellow dress when she threw water on Maria.

Pupil 3: What did Maria wear when she played in the pool?

Pupil 4: She wore a red and white sunsuit when she played in the pool.

Thursday:

Pupil 1: I wore a red dress to school yesterday. (To next pupil) What did you wear to school yesterday?

Pupil 2: I wore a white shirt to school yesterday. (To next pupil) What did you wear?

Continue until all pupils have had an opportunity to ask a question and to answer one.

Display Chart #11. Use the pictures on this chart to make clear the pattern of sentences with an indirect object. Examples:

(Picture pair in top right hand corner of chart)

How did Manuel get the book?

Sandra gave Manuel the book.

Provide much practice so that pupils master the pattern: Noun, verb, noun.

Act out situations in which pupils give items to other pupils. Provide appropriate actions for the following statements:

Rosa, give Luis a pencil.

Rosa gave Luis a pencil.

I will tell you a story.

I told you a story.

Who gave you a paper?

Jose gave me a paper.

Chart #11.

Spot gave Manuel a ride.

Spot is giving Manuel a ride.

Manuel gave Maria a piece of candy.

Maria is giving Manuel a piece of candy.

Friday:

Display Chart #11.

Pupil 1: Sandra is beside the pool. (To next pupil) Where is Manuel sitting?

Pupil 2: Manuel is sitting beside Sandra. (To next pupil) Where is Maria sitting? (Referring to first wagon picture.)

Pupil 3. Maria is sitting behind Sandra. (To next pupil) Where is Sandra sitting?

Continue until all pupils have had an opportunity to participate.

Select charts and pictures from previous lessons. Help pupils tell about each picture or series of pictures. Give practice in formulating sentences of the patterns discussed in this week's lesson plans.

SUMMARY OF STRUCTURES PRACTICED IN SPECIAL ENGLISH

Type 1 Structures including a linking verb in each sentence.

a. Noun + verb + noun

Examples: Maria is a girl.

It's a box.

The visitor was a man.

b. Noun + verb ⌿ adjective

Examples: The crayon is red.

Maria is pretty.

The clouds were dark.

c. Noun + verb + adverb (or adverbial phrase)

Examples: Maria is here.

The box is on the table.

The books were on the desk.

Type 2 Structures which include a noun and a verb form.

a. Noun + verb

Examples: The baby sleeps.

The cats ran away.

b. Noun + be + verb + -ing.

Examples: I am swimming.

He was jumping.

c. Noun + modal + verb

Examples: I can swim.

He could sing.

You may go.

Type 3 Structures which include a noun following the verb.

a. Noun + verb + noun

Examples: I read the book.

He hit the ball.

Type 4 Structures commonly referred to as passive sentences.

a. Noun + verb + -ed

Examples: The book was dropped.

The dog is tied in the yard.

b. Noun + verb + -ed + preposition

Examples: The glass was cracked by the heat.

The dog is tied by a long rope.

To Be Included in Development and Extension of Basic Types of Structures: In the basic structures, first simple and then more complex vocabulary items may be used, items which are appropriate to the ages and interests of the group.

Modifiers:

Examples: The red ball is little.

The boy in the brown shirt is Manuel.

The girl who rode the bicycle was Sandra.
(Clause used as a modifier)

Plurals:

Examples: The girls are playing.

The men are working.

Pronouns:

Examples: The men are working. They are working hard.

Manuel is in our class. He sits there.

Transformations:

Examples: Manuel is six years old. Is Manuel six years old?

Juan hit the ball. Did Juan hit the ball?

Irregular Forms of Words:

Examples: Maria can sing. She sang a song yesterday.

This is a picture of a man. These are men.

Prepositions:

Examples: on the table, under the desk, behind the door.

Contractions:

Examples: Is this a dog? No, it isn't. It's a cat.

He didn't do his work.

Compound Subjects:

Examples: Sandra and Maria are sisters.

Compound Verbs:

Examples: Sandra is riding and waving.

The children work and play together.

Frequency Words:

Examples: I eat breakfast every day.

Sandra usually goes to bed at eight o'clock.

Sometimes it rains on the desert.

Clauses:

Examples: Sandra is the girl who is waving.

Sandra went to the door when the mailman rang the bell.

Sandra was not looking where she was going.

Mother did not know how Manuel hurt his foot.

Some principles in teaching language patterns:

Controlled Vocabulary: It seems best to limit the number of vocabulary items to the number the pupils can master and make their own.

Limited Complexity: Pupils should not be expected to use structures in the new language that they would not use easily in their natural language.

Communication Opportunities: As patterns are mastered in drill situations, pupils need opportunities to use them in free communication.